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ABSTRACT

Three reports of different task forces from the committee to study sex discrimination in the Kalamazoo, Michigan, Public Schools comprise this document. The first report, from the personnel task force, investigated personnel practices and working conditions in 1972 for the existence of sex discrimination. Questionnaires were distributed to 1,215 employees of the Kalamazoo school system, but only 392 were returned completed. They showed a great lack of awareness about sex discrimination. In the second report, the selected studies task force evaluated a selection of 13 courses for grades 7-12 in English, social studies, home economics, industrial arts, and business education. Textbooks were evaluated and some instructors were interviewed. Teachers did not feel responsible for changing any sex bias in their attitudes nor for constructively handling the sex bias found in 72.4 percent of the classroom materials being used. The third report, from the student-oriented task force, examined those elements in the students' school experience that are nonathletic and nonacademic for the presence of sex discrimination. Specifically, it looked at school policies; discipline; interpersonal contact in kindergarten, on playgrounds, through school bulletins, and from seating arrangements; parent attitudes; and extracurricular activities. Sex discrimination was found in all areas. All three task forces recommended that programs be provided for raising levels of awareness about sex discrimination. (ND)

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REPORT OF THE PERSONNEL TASK FORCE

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April 11, 1973

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INTRODUCTION

The Personnel Task Force was formed in March, 1972. A list was drawn up of women who were active in various kinds of women's organizations in the community and who, past experiences indicated, would invest time in the project if they consented to serve. A strong commitment to women's rights was not a criterion but dependability was, as was some knowledge or experience in doing studies. Each was called, the subject explained, and as a result 10 women who ranged from strong activist sympathies toward women's rights to some who had no strong feelings either way formed the committee. Their common goal was a picture of women in the school system.

Several women professionals in research were contacted to act as consultants. We appreciate their time and expertise. Our purpose was to identify the areas of inequality. One source would be areas where school personnel themselves felt there were inequalities. Another would be the committee's own feelings and third would be areas discovered in other studies of sex discrimination.

It appeared that a questionnaire, answered by school personnel on a voluntary basis, would provide the broadest base and one was developed (See Appendix C.) If the responses were in significantly large numbers we hoped to develop a profile of the Kalamazoo school system employees and computerize the results.* We recognized that factors such as sex, age, race, marital status, educational level, job category and experience might influence one's point of view; therefore, a fact sheet, minus name to protect confidentiality, was necessary. If we were able to feed our material into a computer, the above factors would be important.

At this point a complication arose. Our school liaison warned us that too many separate questionnaires would be burdensome to teachers at this time of year (June was approaching) possibly cutting down on responses. Since other Task Forces were doing questionnaires she advised us to combine ours with others. The only in the end, however, we did not get enough replies to warrant using a computer.

Other one ready to go was an attitudinal questionnaire so these two were combined.

This had unfortunate repercussions. Our fact sheet coupled with our questions and the attitudinal ones led some recipients to believe that, although no names were asked for, recipients could be identified in some cases and their attitudes noted. Attitudes were a particularly sensitive area at that time due to the recent concern over racial bias.

This fear was unfounded. While someone in administration familiar with the individuals in the staffing of individual schools might have been able to recognize some, our committee, totally unfamiliar with either, could not do so, and we were the only ones who could see the questionnaires.

Nevertheless, individuals did protest to the administration and individual Board members, and though 1215 were distributed, only 509 came back and only 392 of these were relatively complete. While some gave evidence of thoughtful, conscientious answers, others reflected impatience and still others open hostility to the whole project.

In the light of the above, the results were simply used to show areas of some concern. No attempt was made to interpret extent or depth of concern. We give them in the following synopsis, omitting those questions where even in one sample there seemed little concern.

1. Of the 26 areas listed in Question 1, more women than men felt there was unfair treatment based on sex in teaching drivers' training, selection of department heads and building assignment.

More women than men felt there was unfairness in participation in conferences, control of master keys and parking spaces, and that this unfairness was based on one's position.

Men and women equally felt there was unfairness in lunch duty based on sex. In study hall, hall duty, kinds of classes and problem classes, more men felt there was unfair treatment based on sex.

3-4. When asked if they were aware of unfair treatment in the system to others or themselves, the response was overwhelmingly negative. Of those who did feel

there had been unfairness, more women felt it was based first on sex and second on race and men felt it was based on race and age.

- 5-8. Most promotions took place in the last five years. Most men and women do not apply for promotions and of those who do, with the exception of last year, more men apply than women. Most applications are for jobs in their own category.
9. Twice as many men as women were interested in administrative jobs, seven times as many women said they were not interested.
10. The respondents overwhelmingly rejected the thought that there would be any discrimination on promotions. Of those few who did, women felt it would be on sex.
- 11-14. In assignments that were not promotions, very few apply and of those who do there are more women than men, the applications are for jobs in their own category, and more are accepted than rejected.
- 15-17. Transfers between buildings occur but not in large numbers. In the few who asked for them women outnumbered men and more transfers were granted than not. By far, most people did not transfer nor did they ask to be.
20. Only 14 men and 17 women held another paying job.
21. Women were fairly evenly divided on whether the pay increments applying for military leave should apply also for maternity leave. Men were overwhelmingly against.
22. Equalizing military leave and maternity leave brought few answers from men and those few equally divided into yes and no. Many women answered and they were more than 2 to 1 against.

This synopsis leads us to believe that discrimination or unfairness works both ways and it behooves any administration to insure that sex is not used as the main criteria for decisions.

The lack of awareness of sex discrimination reminded us sharply of the same unawareness of racial bias some years back. Programs on awareness need to be instituted

Once more, as in race, women need to be made aware of and encouraged to apply for promotions and administrative jobs. We do not imply that large numbers of women crave to move to administration - we believe, however, that any who do should be permitted and encouraged to do so.

The whole area of military and maternity leaves needs to be thought through. Any inequalities need to be rectified. To neglect them because they are not widespread or "statistically significant" is to invite their spread.

Personnel in the schools are a molding factor in the development of children's attitudes and life styles. To indicate its significance, we observe that this year 79% of the school budget goes to personnel. Because there has been concern about sex discrimination in the school system, this task force attempted to evaluate the possible existence of discrimination in the field of personnel. We feel that the presence of sex bias there would particularly influence the attitudes, feelings, behavior, selection of careers and future plans of the students.

Defining sexism as those attitudes and actions that relegate women to secondary and inferior status and prevent their equal participation on all levels of our society, the Personnel Task Force in March, 1972, began to study personnel practices and working conditions. By June, 1972, we had talked with teachers and students, surveyed the employees, and read school documents relating to personnel practices and procedures. In early 1973, we analyzed the male/female compositions on all levels of employment as well as at each school, interviewed people involved in decisions on hiring and promotion, and tried to determine what civil rights legislation applies to the Kalamazoo Public Schools. A summary of the research and methods used is in Appendices A-B.

We feel the existence of sex discrimination in our society is obvious, but recent legislation makes it impossible to bring about long awaited changes. In reviewing the legislation that might apply to the Kalamazoo School System regarding sex discrimination, we found the following laws specifically applicable:

1. Executive Orders 11374 and 11246 and Revised Order #4
2. Equal Pay Act of 1963, extended in 1972
3. Title VII of the Civil Rights Act of 1964, extended by the EEOC Act of 1972
4. Title IX of the Education Amendments of 1972²
5. Michigan Fair Employment Practice Act, Act 251 P. A. 1955

Members of the Division of Personnel and other staff went to considerable trouble to answer questions that we asked, and spent time in patient consultation with committee members on personnel matters. We extend to them our appreciation for their cooperation.

In working with the Division of Personnel to compile the percentages of men and women in various employment categories within the system, we all were hampered

by a change in the school's computer system which makes some previously available information unavailable at present.³

The highest policy-making level in our school system is the Board of Education, where there are six men and one woman. Is it possible that this preponderance of males might affect the practices of the system?

The highest administrative level we grouped to include the superintendent and 3 assistant superintendents, 32 principals and 8 directors of divisions. This represents 45 employees, of which 12 (26.5%) are women. Of these 12 women, 9 are early elementary principals. Once children leave early elementary school, their only chance to have a female principal is at Hillside Junior High or the Continuing Education Center for pregnant girls.

The next category consists of assistant directors, assistant principals, coordinators, and those personnel with supervisory positions. Out of 53 people, only 7 (13%) are women.

In the next category are the professional employees, teachers, librarians, nurses and others included in the Kalamazoo City Education Association contract. Approximately 891 persons are included in the teaching classification. Of these, there are 587 (66%) women. Of these 587 women, approximately 350 (66%) are employed in the elementary schools.

In most of the other positions, with the exception of bus drivers where the women are 57% of the total, the jobs are very high sex stereotyped. The percentage of women office employees and cafeteria workers is 99%. It increases to 100% for media clerks and media assistants. Activity helpers - or lunch room supervisors - are 93% women, while women are 86% of the teachers' aides. Of the custodial and grounds personnel, only 3% are women, and the skilled tradesmen and apprentice instructors are all male.

The number of women administrators and teachers is highest at the early elementary level, and decreases through junior high and high school. The same pattern emerges as we consider the ratio of teachers to top administrators.

Women teachers are a majority, but at the highest level of administration, the superintendent and his three assistants are all male.

Comparing these figures with those of ten years ago would help to determine whether or not there has been a change in the relative positions of women in different categories. Unfortunately, those figures are no longer available.

After seeing the sexual imbalance in the foregoing figures, we attempted to determine the factors that could have brought about the disparity. Recognizing that no explanation could be a simple one, and that the causes for the seeming inequities would be found outside the school system as well as in, we studied conditions that might lead to discrimination against women.

The school system operates under Board Policy #41, "Affirmative Action for Equal Employment Opportunity", adopted February 1, 1971. The policy states that the schools shall:

Continue to implement affirmatively equal employment opportunities to all qualified employees and applicants without regard to race, creed, color, age, sex or national origin.

The Director of the Division of Personnel is responsible for "ensuring compliance and continued implementation of this policy".⁴

Because of the importance of the Division of Personnel to the evaluation and implementation of affirmative action, we looked at the people who comprise the division. There are three men and three women. The three women are secretaries. The men are the director, who is responsible for elementary school personnel, and the assistant, responsible for non-certified personnel. We learned that the men have had no professional training in personnel work. Subsequent to our meeting with the director of personnel, we learned from other members of the division that the assistant director is finishing an Ed.D. in Educational Leadership with specialization in personnel and that the other assistant has an MA in Guidance and Personnel. No study of their attitudes toward women and the kinds of jobs they should hold has been made. We found no evidence that existing civil rights legislation pertaining to sex discrimination had been compared to present practices in

Kalamazoo. This lack of specific awareness and concern about legislation and attitudes extended to principals and supervisors as well, who are also involved in decisions of hiring and promoting.

We found two areas in which the existence of sexism would inevitably affect the Division of Personnel itself: attitudes, and written policies and procedures.

One's attitudes are of public concern only when they result in discriminatory behavior, which we define as any action or institutional structure which deters a person or group solely because of sex. The following areas expressed by people throughout the system reflect attitudes that can result in discriminatory behavior:

1. Women don't want to work for another woman, especially a friend.
2. Women don't like to be promoted because they then lose their friendships with other women.
3. We already have too many women in the schools.
4. Women don't want the responsibility of the job.
5. Women refuse promotions or transfers which add to their work load.
6. Women need to learn "better fellowship" in order to have a female boss.
7. Women who want to get ahead are too aggressive.
8. Women don't train for higher positions and are not interested in them.
9. Women need to be patient; we're working on the whole problem.
10. We can't hire women for this job because they would have to:
 - carry pails of water
 - handle machinery
 - clean the boys' bathroom
 - supervise the boys' locker room
11. Women cannot or will not get involved in student disturbances.
12. Men are better disciplinarians and can handle large classes better.
13. Men are not interested in this job because of low pay.
14. We were thinking of a man for that position.

Reverse discrimination is evident in some of the attitudes toward men in elementary schools. "The role of men in early elementary, while very popular with most parents and children, is feared, mistrusted and/or discouraged by administrators on every level", wrote one teacher. A man who wanted to teach kindergarten said he liked to get down on the floor with the children and put his arms around them. The personnel man indicated he would have to know a lot more about him before putting him in a kindergarten.

The afore-mentioned attitudes reflect the current myths in our society about men and women and their roles. These myths seem to explain the actual practices, policies, and procedures of the public schools. To discuss the different procedures

and policies, we shall use the outline found in Board Policy #41 on "Affirmative Action for Equal Employment Opportunity":

- A. Hiring, placement, upgrading, transfer or demotion
 - B. Recruitment, advertising, or solicitation of employment
 - C. Treatment during employment
 - D. Rates of pay or other forms of compensation
 - E. Selection for training
 - F. Layoff or termination
- A. Hiring, placement, upgrading, transfer or demotion

The attitude that certain jobs are meant for women is reflected in the job application blanks, job descriptions, and contracts. On job application blanks in 1972, cafeteria, secretarial, and clerical employees were assumed to be female, although page 2 of the secretarial and clerical application asks for husband's or wife's name. The "Salary and Fringe Benefit Provisions, Kalamazoo Association of School Administrators, 1971-1972", uses the masculine pronoun throughout, as does the contract for maintenance workers.

The Organization Manual, Fall, 1970, uses "he" for all of the 61 jobs listed, except for three. The assistant supervisor of physical education, health and safety education; the group tester; and the director of practical nursing. One of the others defines the Accounts Payable Supervisor in part: "He will also aid the accounts payable girl" (emphasis added).⁵ Some progress is indicated in the most recent job descriptions, dated July 21, 1972, where all 11 are written without sex identification.

Replies to our questionnaire indicated that the area of promotions and hiring is a matter of concern to employees. A number of women said they felt they might be refused a promotion because of their sex. Other answers indicated similar unhappiness and uncertainty about the qualifications for promotion. Promotions for teachers are most frequently moves to principalships or to supervisory or administrative positions.

These moves are implemented by committees which make recommendations to the superintendent. For example, a typical screening committee to hire an elementary school principal is composed of:

1. the director of the Personnel Division
2. an elementary school teacher
3. an elementary school principal
4. the supervisor of elementary education
5. a representative from the superintendent's office

Based on the percentage of women in each category, the "elementary school teacher" is likely to be a woman, but the rest are likely to be men.

Athletic directors and coaches are chosen by a committee typically composed in this way:

1. Physical education coordinator
2. A principal
3. An athletic director
4. Director of the Division of Personnel
5. A coach

Of the people serving on screening committees between March, 1972 and October 1972, four were women and sixteen were men. Surely, women need greater representation on these influential committees.

It is clear that each of these processes is dominated by men in that these decisions are made by groups and structures composed almost completely of men. Members of the Division of Personnel, all male, often work with a principal, most likely a male, to hire a teacher.

It was maintained by some teachers that certain teaching positions, such as drivers' training, were traditionally given to men. Other teachers claim that some personnel are hired to teach social studies primarily because they can be coaches rather than because of their qualifications in social studies.

Teachers frequently mentioned summer school hiring as a cause for concern. The process is that the summer school principal is chosen first. Then he lets the personnel department know what people are needed, and together they make the appointments. Some teachers feel this results in jobs being given to "friends of the summer school principal".

Illustrative of this problem is last year's faculty:

	<u>Men</u>	<u>Women</u>	<u>Summer School</u> <u>% Women</u>	<u>Regular School</u> <u>% Women</u>
<u>Secondary</u>				
Principal	1			
Counselors	2			
Nurse		1		
Librarian	1			
Teachers	22	7	24%	45%
<u>Elementary</u>				
Principals	2			
Librarians		2		
Counselor	1			
Teachers	13	26	66%	84%

Note that the percentage of women teachers is much lower during summer school than during regular school. Our questionnaire indicates that despite the administration's assertion that "women don't want to teach summer school", women felt there was sex discrimination in summer school hiring. That feeling itself might lessen the number of applications from women.

B. Recruitment, Advertising, or Solicitation for Employment

Available positions are required to be posted publicly. Teaching positions which will occur the following school year are announced in the Superintendent's Bulletin in March, April, and May. "All openings for administrative or supervisory positions which provide opportunity for advancement for staff members shall be announced in the Superintendent's Bulletin. Notices will include minimum qualifications, date of vacancy, required certification, information concerning securing and deadline for filing the application," state the KCEA Articles of Agreement, p. 11. Despite this regulation, some employees feel that decisions have already been made as to who will fill the vacancy before it is announced.

The methods of recruitment and the way advertisements are written reflect the attitudes of the person doing the hiring. For example, one supervisor who participates in hiring said that women should not work night shifts or carry pails of water; therefore, he wouldn't consider women for such work. An employer with that viewpoint would not recruit from the female employees in the system nor encourage women to apply. Eliminating people from consideration for night work or heavy

work on the basis of sex rather than individual ability and desire is clearly contrary to equal opportunity practices.

C. Treatment During Employment

The questionnaire distributed to all school personnel included a chart of areas in which some Kalamazoo Public School employees had found discriminatory treatment. All respondents were asked to check the areas in which they felt unfair treatment on the basis of sex exists.⁶ The chart pertained chiefly to teachers. Of the 290 teachers who answered, the following found sex discrimination in these areas:

<u>Area</u>	<u>Respondents</u>
Lunch duty	48
Selection of department heads	43
Problem students	37
Hall Duty	32
Building Assignment	21
Study hall duty	26
Participation in conferences	20
Kinds of classes assigned	18
Extracurricular assignments	17
Pay scale for similar jobs	14
Room assignments	14

The majority of respondents said they were not aware of any unfair treatment of anyone on the basis of sex, but 8 males and 20 females said they have personally experienced discriminatory treatment because of their sex, while 15 males and 40 females said they were aware of discrimination on that basis toward someone other than themselves.

Some men feel a reverse discrimination. One wrote, "Men are discriminated against. Women seldom do hall, study, lunch or riot duty". Another said, "Men are often asked to do extra physical labors to help female teachers". Another stated that in terms of discipline and control, "women receive the same pay as men but cannot or will not get involved in students' disturbances".

A different viewpoint is expressed in this quotation from a man's questionnaire: "I have a feeling that women are not always given equal consideration for promotions and the reverse is also true in that women are not given as much responsibility as men. Both situations are bad".

"Some large classes are given to men because it's believed that women can't

handle them as well. Many women perpetuate the myth" wrote a woman teacher.

Although employment in the public schools has been traditionally considered an occupation for women, we now find that males dominate the higher levels. "Have you noticed that the Howard Street administration is MALE?" one asked. Another commented, "Only males have been hired lately in administration". "Innovative and administrative positions in career programs are consistently given to males", stated another. A number of respondents told of qualified women who had been turned down in favor of sometimes less-experienced and less-qualified males. One female indicated, "I applied and was refused because the administration desired a man".

One person interviewed said there were no female applicants for the last principalship filled. "Women are not encouraged to prepare for an administrative position". Another said, "There was no screening for the last three elementary principalships. Those receiving the positions were simply appointed".

There appears to be commendable progress in the area of administrative appointment, indicated by these figures for the past year:

Date	Position	Applicants		Appointments	
		Men	Women	Men	Women
3-23-72	Jr. High Principal	4	1	1	1
7-27-72	Elementary Principal	5	2	1	2
8-18-72	Jr. High Assistant Principal	9		2	

Even when she does reach administration, "a woman is expected to do much of her own secretarial work. Women feel they must get a man to express their viewpoints as the men in the top administration and on the board do not credit a women's professional advice", wrote one employee.

A few women questioned the restriction that only five days each year may be allowed for absences due to the illness of members of the family and deducted from sick leave. Such a limitation, it is felt, is an undue hardship on those people who are most likely to stay home during children's illnesses. "If you have thirty days of sick leave to your benefit", one woman asked, "why is there this stipulation?"

D. Rates of Pay or Other Forms of Compensation

Salaries and Wages

Salary schedules by sex are not available at this time. That information would be helpful in determining whether salary inequities exist. In Michigan, we found that of 334 assistant elementary principals, 127 females with average experience of 23 years were making an average of \$13,397, while 207 males with an average experience of only 15 years were earning \$13,421.⁷

We also need salary comparisons between sex-typed men's and women's jobs with similar degrees of responsibility. Evidence shows that sex-typed women's jobs, such as matron, often carry lower salaries than similar sex-typed male jobs, such as custodian.

Discrepancy in salaries is most evident when one reviews the extra duty salaries in the KCEA Articles of Agreement.⁸ Extra-curricular athletic pay is figured in two different ways. In intramurals, each instructor is paid on a flat hourly rate of \$6.00 per hour, regardless of sex. In other extracurricular athletics, the teachers are paid on a percentage of the base salary. (See Appendix F)

For men's athletics there are 83 positions with salary compensations of 5% to 22% of the base salary. There are 44 possible athletic coaching positions for women with salary compensations of 3% to 7%. Although these jobs are supposedly open to men and women, in fact men hold all of the jobs for coaching boys and two of the jobs for coaching girls.

~~Calculating the~~ base salary of \$8,000 as it was in 1971-72, we find a budget of \$58,240 for coaching boys sports, and a budget of \$5,689 for coaching girls' athletics. We question whether the number of activities for girls and the rate of compensation for coaching them affords equal opportunity to female students.

The percentage of the base salary is determined in negotiation with KCEA, and is based on seven criteria; length of season, amount of responsibility involved, number of students participating, number of practice days, pressure on the coach, prestige of the activity, and degree of competition. Criteria of this kind allows a subjective determination of salary.

A subsequent inquiry disclosed that the percentages for coaches' pay were determined by the rates paid other coaches at nearby schools.

Of the other extra duty salaries that provide supervision or assistance to both boys and girls, 23 positions are held by men, and 11 by women. This group includes, among others, debate and dramatics coaches, class sponsors, and co-op and department heads.

In some traditionally labelled women's categories, such as cafeteria employees, the pay is low, thereby making the jobs unattractive to men. One supervisor said, "men call and then are not interested because of the low pay".

From our questionnaire we learned that some employees held these views:

1. Secretaries' wages are lower in the schools than elsewhere.
2. Library assistants felt they were not compensated for extra work.
3. Athletic extra pay is higher than academic extracurricular pay.

These three items form an interesting contrast when one considers that the low pay in the first two categories goes to women, and that the athletic extra pay primarily goes to men.

Insurance

Professional employees of the Kalamazoo Public Schools are insured with the Michigan Education Special Services Association and the non-professional employees with Blue Cross. Under both policies, the benefits to the spouse are the same whether it be husband or wife. Maternity costs are covered for wed and unwed teachers as well as daughters of those with family coverage; however, under MESSA coverage, maternity, now defined by the courts as a disability, receives only \$50.00 maximum for the full period of disability, while other kinds of disability receive from \$20.00 to \$200.00 per week based on income and type of coverage. MESSA covers abortions for any reason, while Blue Cross covers abortions only if medically indicated.

Retirement

In reviewing the pamphlet, "Information...Michigan Public School Employees Retirement Fund 1970", we find several instances of discrimination against women that are intrinsic to the system.

1. Retirement Board

The retirement system is administered by the Retirement Board which consists of seven members: the Superintendent of Public Instruction, and six other members appointed by the Governor, by and with the advice and consent of the Senate. Three of these sex are specified: at least one shall be a woman teacher; at least one shall be a non-teaching public school employee; and at least one shall be a public member with experience in the insurance, actuarial, or institutional investment field. This results in a possible ratio of six men to one woman.

2. Basis for Allowance

Sections 12, 13, and 14 under the Retirement Board Rules indicate that all school salaries are credited toward retirement, fractional parts of which will not be credited unless they, added together, make a full year, and that allowances are computed on the basis of compensation received at the time of employment. (pp. 3-4)

Because retirement allowances usually provide a major base for the economic well-being of the retired person, any practices, such as forced maternity leave or discriminatory awarding of promotions or extra pay-jobs, which inhibit a person from accumulating the maximum available are discriminatory.

Pages 6-9 deal with military service, sabbatical leave, out-of-system service, and overseas service. Any policy relating to those areas can be discriminatory if decisions on sabbatical leave, out-of-system service, and overseas service are not based on equal opportunities being made available for all, regardless of sex. Here also the question of military leaves being permitted to count towards minimum service requirement and not to interfere with step increases can be discriminatory, while maternity leave permits neither and is considered an illness.

Arbitrary requirements (which no longer apply in the Kalamazoo Schools) to stop teaching at specific points in time during pregnancy despite the teacher's ability and desire to continue can result in fractional years that may not total enough to make an additional year; this practice has penalized the teacher at retirement time.

Paragraph three, p. 11, points out that all pay from schools influences one's

retirement allowances; thus, evening school, summer school, drivers' training, and all or any extra, paid duties must be available equally to women. Because these jobs are not equally awarded to men and women in Kalamazoo, and because women's chances for advancement are fewer and their jobs are more likely to receive lower pay, the retirement allowances of female employees of the Kalamazoo Public Schools will be lower than they might have been without discrimination.

3. Dependents

Should an employee die before retirement and have fifteen years of creditable public school service, three classes of dependents automatically could be entitled to a retirement allowance: widow, dependent and disabled widower; and orphan children under 18. (p. 13)

In discussing this with an employee at the state office, it was explained; a widow of a male school employee is assumed to be dependent. The widower of a female school employee must be proved to be dependent or disabled. If not dependent on the employee for 50% or more of his personal support, then such a person will receive a refund of the employee's contribution.

The assumption that women are dependent and men are independent indicates a double standard based on sex, and discriminates against men in this case.

E. Selection for Training

The selection process for training and conferences is largely a male process, as they are the decision makers in the schools. A number of teachers felt that teachers were discriminated against when it came to attending conferences.

Board Policy Bulletin #25 limits professional leave to twelve month employees who are supervisors or higher. This policy apparently discriminates against all teachers, and especially women, as the number of women employed in such positions is miniscule.

F. Layoff or Termination

Because the study of teachers' concerns was completed in spring, 1972, one question was raised that has since been solved. A number of women teachers were displeased at having to take maternity leave earlier in the pregnancy than they

wanted to. Since last year, the courts have determined that pregnant females must be treated the same as any other employee. Women cannot be refused jobs because they are pregnant, nor can they be forced to leave at a specified stage of pregnancy.¹⁰ Kalamazoo Schools current policy is that women in all departments may take either maternity leave or sick leave, depending on how long they want to be off. If they take maternity leave, they are not paid, but are assured of returning to the first vacancy that occurs when they want to return. They may or may not get the same job back. If they take sick leave, they receive all their sick leave benefits and return to the same job.

CONCLUSIONS

Having evaluated the possibility of sex bias in the area of personnel in the Kalamazoo Public Schools, the Personnel Task Force concludes that it does exist, occasionally in obvious ways, but more frequently in subtle ways that most personnel are unaware of.

On the administrative level, 12 of 45 employees are women, and 9 of these women are principals in early elementary schools. On the supervisory level, only 7 of 53 persons are women. In the teaching classification, 66% are women, and 66% of those women are in elementary schools.

In the highly sex-typed positions, women comprise 99% of office employees and cafeteria workers, and only 3% of the custodial and grounds personnel.

A look at opportunities for summer school employment for teachers reveals the following:

	Percentage of Women Employees	
	Regular Schools-Summer School	
Elementary	84%	66%
Secondary	45%	24%

For coaching positions, we find 83 positions for coaching boys' activities with salary compensations of from 5% to 22% of the base salary for a minimum budget of \$58,240. We compared that with girls activities, where we found 44 positions with salary rates of 3% to 7% of base pay for a minimum budget of \$15,689.

Although the school system operates under a board policy to insure equal

employment opportunities, it is apparently not working. The hiring and promotional procedures which are primarily under male jurisdiction contribute to and perpetuate these inequities. Many of the inequities are based on current myths in our society about men and women and their roles.

Though it is evident that there have been during the past year of our study some beginning changes in sensitivities, attitudes, and policies, indicating an increased awareness of the subtleties about which we speak, the progress toward equality has only begun. There is a great need to:

1. familiarize personnel in the Kalamazoo Public Schools with the current civil rights legislation
2. increase their awareness of how their own attitudes and the attitudes of others interfere with their seeking and obtaining equal opportunity, and
3. develop practices, policies and procedures which will assure more equitable opportunities for women.

As children in the school system begin to observe equal employment opportunities their concept of employment potentials for themselves will be expanded. The low number of women teachers in the upper grades and of women administrators at every level deprives all students of personal contact with highly competent, sensitive women who will encourage them to aspire to lives of accomplishment.

RECOMMENDATIONS

The members of the Personnel Task Force give the following outline of action, based on our research, to the Board of Education, the Administration, and the Division of Personnel. Some items are repeated if they apply to more than one category.

We ask that the School District of the City of Kalamazoo, in following these recommendations, work closely with the associations representing its employees to eliminate sexist practices wherever they exist.

A. Board of Education

1. Implement changes to eliminate the inequalities described in this study.
 - a. Strengthen Board Policy #41, "Affirmative Action for Equal Employment Opportunity," by authorizing the preparation of a comprehensive affirmative action program for women with goals, time-tables, and an evaluation process.
 - b. Revise Board Policy #38, "Overt Discrimination," to include sex discrimination.
 - c. Call for an administrative study to determine the funds being used for personnel, equipment, and supplies for educational and recreational opportunities for boys as compared with those for girls.
2. Request a follow up study of sex discrimination in the schools in 1978 to evaluate the progress made.
3. Through Governor Milliken and the State Board of Education, seek changes in the retirement law so that:
 - a. women are equally represented on the Retirement Board, and
 - b. pensions are equally available to male and female beneficiaries.

B. Administration

1. Develop inservice training programs to sensitize all employees, especially those making personnel decisions, to their own attitudes toward women, and how those attitudes affect their decisions.
2. Distribute to all personnel information on recent civil rights legislation, relating it directly to the treatment of female students and employees. Especially important is the Equal Employment Opportunity Commission's pamphlet, "Guidelines on Discrimination Because of Sex".
3. Revise the Organization Manual so that job descriptions are neither male, or female in context. The use of the masculine pronoun implies to women that men are preferred.

4. Publicly encourage women to apply for administrative positions and stress their right to do so.
5. Encourage leadership positions for women to enhance their possible promotion to administrative duties.
6. Provide specific job descriptions which include necessary qualifications, enabling people to apply or prepare for these positions. Make sure these job descriptions are used to make decisions on hiring, promoting and evaluating personnel.
7. Wherever makeup of decision-making committees is spelled out, insure that women will be equally represented on such committees.
8. Add sex to the anti-discrimination clauses in labor contracts.
9. Distribute copies of this report to interested parties, such as the Division of Personnel and all employee associations or unions.

C. Division of Personnel

1. Update existing affirmative action policy to establish methods, goals, and guidelines for implementation.
 - a. Maintain statistics on the sex compositions of elementary and secondary teachers, principals, supervisory personnel, and personnel receiving extra pay for additional duties. Include non-professional personnel by pay levels.
 - b. Assure equal participation of women on screening committees.
 - c. Hire women in the Personnel Division at an administrative level.
2. Develop inservice training on:
 - a. new legislation pertaining to sex discrimination, and
 - b. sexually biased attitudes, which affect the status of women.
 - c. the methods and goals of affirmative action programs. An excellent source is The Building Blocks of EEO, by Dean B. Peskin; World Publishing Company, 1971,

The above recommendations will affect the six areas of employment practice previously outlined. The recommendations that follow deal more specifically with the separate categories.

A. Hiring, placement, upgrading, transfer, or demotion

1. Plan to hire more part time skilled or professional personnel, allowing more women to participate on those levels.
2. Review job categories in which men or women have not previously been employed in reasonable numbers, and take appropriate actions to correct.
3. Periodically review promotions to insure efforts providing equal opportunities.
4. Evaluate summer school assignments to assure equal opportunity.
5. Revise job applications so they apply equally to male and female.
6. Make sure all applicants receive definite answers as to disposition of their applications.

B. Recruitment, advertising, solicitation for employment

1. Establish active recruitment and promotional programs to accomplish the upgrading of women in all levels of employment, particularly in areas where they are most under-represented.
2. Send women with recruitment teams to colleges and universities to encourage women applicants for higher positions.
3. Search for women to promote or appoint to decision-making positions.

C. Treatment During Employment

1. Assign tasks on other basis than assumed sex-orientation of task.
For example, put extra duties, such as lunch room, hall and study hall duty on a rotating basis.
2. Remove the limit on sick leave days used for family illness.
3. Inform employees of methods of recourse if they feel they are being discriminated against.
4. Grant parental leave to any teacher - married or single, male or female, who adopts, bears, or assumes legal responsibility for a child.

D. Rates of Pay or Other Forms of Compensation

1. Salaries

- a. Determine the average salaries for men and women in each level of employment and correct the inequities.
- b. Compare salaries for jobs that are generally held by women with those having similar duties or equal responsibilities held by men, and correct the inequities.
- c. Develop a more equal distribution of extracurricular compensated activities for women, both in number of positions and amount of reimbursement.

2. Retirement

- a. Seek change in retirement law to make pensions equally available to spouse of deceased, whether male or female.
- b. Allow maternity and paternity leave to count toward retirement time in the same way military leave does.
- c. Eliminate any practices which inhibit women from accumulating the maximum retirement compensation.
- d. Work for equal representation of women on the Retirement Board.

3. Insurance

- a. Revise disability insurance plans to make sure they treat disabilities caused or contributed to by pregnancy, miscarriage, abortion, childbirth, and recovery therefrom, as temporary disabilities for all job-related purposes.
- b. Make sure that all costs and benefits are the same for men and women.

E. Selection for Training

1. Identify interested women employees and encourage them to apply for specific training programs.
2. Provide additional training for all teachers to increase their ability

Personnel Task Force Report

Appendix A

Interviews were conducted between April 1972 and February 1973, with the following people:

Henry Goodwyn, Mahlon Lantz and Allen Seabolt, Division of Personnel
Ruth Calhoun, Supervisor of Food Services
Rudolph Gant, Supervisor of Operations
Gerry Hollowell, Kalamazoo City Education Association
Luther West, Assistant Director of Buildings and Grounds
Teachers and students in elementary and secondary schools

Appendix B

The following documents were studied in April 1972 and February 1973

Administrative Procedures Bulletins, as of April, 1972

Application for Assistance under the Emergency School Act January 3, 1973

Board Policy Bulletins, as of April, 1972

1972-73 Budget

Curriculum Notebook 1970-71

Directory of State and Federal Projects, February 28, 1973

Employees contracts, 1972

Job application blanks, 1972

Job descriptions, July 21, 1972

Organization Manual, Fall 1971

Organizational Scheme, 1972-73

1972-73 Performance Objectives

Personnel Directory, 1972-73

Personnel Division Personnel Reports, February 1972 to December 1972

Personnel lists, 1971-72

Retirement Funds Report, 1970

To deal with problem students.

3. Assure more equitable participation in conferences.

F. Layoff or Termination

1. Insure representation of women in layoff and termination decisions.

FOOTNOTES

1. Total amount for personnel in the school, excluding public libraries: \$13,914,973. Figures taken from the "School District of the City of Kalamazoo Department of Business Affairs 1972-73 School Budget, August 29, 1972".
2. Equal Rights for Women Educators Promised with New Legislation". DuShane Fund Reports. National Education Association. August 25, 1972. pp. 1-2.
3. For administrators, supervisors and teachers, we were dependent on the Directory of the Kalamazoo Public Schools and Kalamazoo Library System, 1972-73. The remainder were secured by the Personnel Division.
4. The last published Division of Personnel report which analyzed sex composition was dated May, 1972.
5. Organization Manual for the Kalamazoo Public Schools, p. 63.
6. We noted that race, age, or position were also thought to be elements of discrimination.
7. "Professional Personnel in Michigan Public Schools 1968-69 Status Report Book Three: Assignment Patterns", Michigan Department of Education, 1969. p. 10.
8. "Articles of Agreement Between the School District of the City of Kalamazoo and the Kalamazoo City Education Association for the 1971-72, 1972-73 School Years". Appendix C.
9. "Information ... Michigan Public School Employees Retirement Fund". Michigan Public Schools Employees' Retirement Board. Lansing, Michigan, 1970.
10. "Guidelines on Discrimination Because of Sex". U. S. Equal Employment Opportunity Commission. Washington, 1972, p. 7.
11. "Michigan Federation of Teachers Recognition of Women's Rights". Michigan Federation of Teachers. May 10, 1972.

Appendix C, page 1

May 22, 1972

To: All School Personnel

Schools--Return to Building Principal by May 26

Adm. Bldg--Return to Superintendent's Office by May 26

A citizens task force has been instituted by the Kalamazoo Public Schools in studying discrimination against personnel on the basis of age, sex or race. Would you help us in our study by answering these questions and expressing some of your own feelings on this subject. Your cooperation is greatly appreciated. (All responses are confidential). If you have any questions please feel free to contact:

Marilyn Bell 343-6264

Allene Dietrich 381-3792

AGE

☐ under 25
☐ 26-30
☐ 31-40
☐ 41-50
☐ 51-60
☐ over 60

EDUCATION

☐ high school
☐ some college
☐ B.A.
☐ B.A. plus grad. hours
☐ M.A.
☐ M.A. plus grad. hours
☐ Ph.D.

SEX

☐ male
☐ female

RACE

☐ White
☐ Black
☐ Other

Marital Status

☐ single
☐ married
☐ divorced
☐ separated
☐ widowed

If you have children, please list by age and sex

☐ age	☐ sex
☐ age	☐ sex
☐ age	☐ sex
☐ age	☐ sex
☐ age	☐ sex
☐ age	☐ sex

Length of time teaching _____ (To the nearest full year)

Length of time with the Kalamazoo Public School System _____

Name of School _____

Position

☐ Central Office
☐ Building Administration
☐ Teachers
☐ Librarians
☐ Counselors
☐ Social Workers
☐ Office Employee
☐ Other

Personnel Questionnaire

1. Check below the appropriate column or columns if you think there is unfair treatment in these areas. If you need to explain, use #28. (People may be treated unfairly because of their race, sex or position. An example of discrimination because of position is if teachers are less often picked to go to conferences than are principals.)

	Age	Position	Race	Sex
a. lunch duty				
b. participation in conferences				
c. teaching drivers' training				
d. selection of department heads				
e. building assignments				
f. room assignments				
g. study hall duty				
h. hall duty				
i. extracurricular assignments				
j. summer school jobs				
k. field trips				
l. assignment of desk and other equip.				
m. allotment of materials & Supplies				
n. use of duplicating equipment				
o. control of master keys				
p. parking spaces				
q. kinds of classes assigned				
r. number of class preparations				
s. size of class in same grade				
t. size of class in same school				
u. problem students				
v. pay scale for similar jobs				
w. paid overtime, voluntary				
x. unpaid overtime, voluntary				
y. paid overtime, required				
z. unpaid overtime, required				
Others: please name				

2. How many persons, including yourself, do you support or help support? _____
3. Are you aware of unfair treatment of someone else in the Kalamazoo school system because of race ___ sex ___ age ___? Have not ___
4. Have you personally experienced any unfair treatment in the Kalamazoo school system because of your race ___ sex ___ age ___? Have not ___
5. Have you been promoted in the last 5 years _____ 6-10 years? _____
6. Have you applied for a promotion in the Kalamazoo Public Schools during the last year ___ 1-2 years ___ 3-5 years ___ 6-10 years ___? Have not ___
- If you have not applied, skip the next two questions.
7. Was the application rejected ___ accepted ___ withdrawn ___ or is it undecided?
8. Was the position one in your own job category? ___ or in another ___?
If another, please name.

9. Are you interested in having an administrative position? Yes ___ No ___
10. Do you think if you requested a promotion you might be refused because of your race ___ your sex ___? Neither ___
11. Have you been given a new position which was not a promotion in the Kalamazoo schools in the last 5 years ___ 6-10 years ___?
12. Have you applied for a new position, not a promotion, in the Kalamazoo schools in the last year ___ 1-2 years ___ 3-5 years ___ 6-10 years ___? Have not ___
13. Was the application rejected ___ accepted ___ withdrawn ___ or is it undecided?
14. Was the position one in your job category ___ or in another ___? If another, please name _____
15. Were you transferred between buildings in the last year ___ 1-2 years ___ 3-5 years ___ 6-10 years ___? Have not been transferred ___
16. Not counting the assignment preferences requested from teachers and building administrators by the school administration and KCEA in 1971, have you asked for a building transfer in the past year ___ 1-2 years ___ 3-5 years ___ 6-10 years ___? Have not asked ___
17. Was the request rejected ___ granted ___ withdrawn ___ or is it undecided?
18. How many hours a week do you spend on your job at school? ___
19. How many hours a week do you spend doing work outside of school that relates to your job at school ___?
20. Do you hold another paying job? Yes ___ No ___
21. Men's pay increments continue during military service. Should the same principle apply to maternity leave? Yes ___ No ___
22. Military leave is four years. Maternity leave is one year. Should the time allowed be equal? Yes ___ No ___
23. Please give any instance you can of unfair treatment.
24. List any other areas of discrimination that should be studied.
25. What do you not like about your job?
26. Comments:

Appendix D

Analysis of Administrative and Supervisory Personnel by Sex

<u>ADMINISTRATIVE</u>	<u>MALE</u>	<u>FEMALE</u>
Superintendent	1	
Assistant Superintendents		
Instructional Management	1	
Operational Management	1	
Program Development	1	
Secondary Principals	6	2
Elementary Principals	15	9
Director of elementary instruction	1	
Director of secondary instruction		1
Director of personnel and negotiations-1		
Director of business affairs	1	
Director of buildings and grounds	1	
Director of student affairs	1	
Director of Community Education	1	
Director of research & Development	1	
Director of categorical aids	1	
	<u>33</u>	<u>12</u>

SUPERVISORY

Assistant Principals	13	
Deans of Students	2	
Project Director Vocational Ed. Special Needs Program	1	
Coordinator Instructional Media		1
Coordinator Career Education	1	
Supervisor apprentice Program	1	
Coordinator Art education		1
Coordinator physical education	1	
Coordinator music	1	
Supervisor, Special Education	1	

	<u>Male</u>	<u>Female</u>
Program specialist, spec ed	2	
Assistant director, personnel	1	
Assistant to director, personnel	1	
Internal auditor	1	
Supervisor of Food Services		1
Assistant Supv, food services		1
Supervisor, transportation	1	
Supervisor, Data Processing	1	
Accountant	1	
Purchasing Agent	1	
Assistant purchasing agent	1	
Supervisor, supplies	1	
Assistant Dir of Buildings & Grs	1	
Supervisor, maintenance	1	
Supervisor, Operations	1	
Foremen, grounds	1	
heating and plumbing	1	
general repair	1	
painting	1	
Leader, pre-school	1	
Supervisor, information services		1
Adult education principal	1	
Community school leaders	2	1
Specialist, personnel skills development	1	
Specialist, computerbased accountability	1	
Testing specialist and health services coordinator		1
Assistant for child accounting	1	
Project director ESEA Title I	$\frac{1}{47}$	$\frac{7}{7}$

Appendix D, Page 3

Kalamazoo Public School Personnel by School as of Fall and December, 1971, lists (including known changes)

School	Level	Principals		Asst't Prin. & Deans		Teachers Full-time		+ aides Part-time		Other staff: Couns., Lib., Sec'y, nurse		TOTAL	
		M	F	M	F	M	F	M	F	M	F	M	F
Arcadia	K-3		1			20			3		2		26
Brucker	K-3		1			8		1	3		2	1	14
Burke	4-6	1			2	7		2	3		2	5	12
Central	10-12	1		3		53	30	4		10	13	67	41
Chime	K-3	1				7		1	4		4		
Continuing Ed			1			5					3	1	8
Edison	K,4-6	1			7	15		2	5		3	10	23
Greenwood	K-3	1				11			3		2	1	16
Hillside	7-9	1		2		15	21	3		2	8	22	27
Hull-Paulson	Spec						3						3
Indian-Prairie	K-3		1			1	13	1	2		2	2	18
J. F. Kennedy	Spec	1			5		17				2	6	19
Lakeside	Spec				3		4					3	4
Lakewood	K-3	1			1		6		4		2	2	12
Lincoln	K,4-6	1			6		15	2	2		4	9	21
McKinley	K-3		1				11	2	3		3	2	18
Milwood El	K-3 spec.	1			1		33		4		4	2	41

Appendix D, Page 4

Sex composition by school (continued)

School	Level	Principals		Ass't Princ & Deans		Full-time		Teachers + aides		Other staff: Couns., Lib., Sec'y, nurse		TOTAL	
		M	F	M	F	M	F	M	F	M	F	M	F
Milwood Jr.	7-9	1		1		24	14	1		5	6	30	19
Loy Norrix	10-12	1		3		53	25	3		8	13	64	36
Northeastern	7-9	1		1		14	15	1		2	6	18	20
Northglade	K-3	1					14	2	4		2	3	20
Oakwood El	K-3		1			1	12		4		2	1	19
Oakwood Jr.	7-9	1		1		14	17		1		6	17	23
Parkwood	K, 4-6	1*				2	11	2	2		2	5	15
Roosevelt	K, 4-6	1				5	11	2	4		3	8	18
South Jr.	7-9	1		1	1	27	24	1			3	30	28
S. Westnedge	K-3		1			1	14		3		2	1	20
Spring Valley	K-3		1				13		3		2		19
Upjohn	Spec.	1*					23	1	1		4	2	27
Vine	K, 4-6 Spec.	1				4	12	4	2		3	9	17
Washington	K, 4-6	1				4	18	1	6		3	6	27
West Main	K, 4-6	1				5	9	1	2		2	7	13
Westwood	K, 4-6	1				3	9	1	2		3	5	14
Wilson	K-3		1				10		5		2		18
Winchell	K-3		1				16		3		2		22

*Same person is Principal at Parkwood and at Upjohn

Appendix D, page 5

Sex Composition by School (Con'd)

School	Level	Principals		Ass't Prin		Full-time		Teachers + aides		Other Staff		TOTAL	
		M	F	M	F	M	F	M	F	M	F	M	F
Woodward	4-6	1				1	10	1	3		4	3	17
Adult Education		1						1			1	2	1
TOTALS		25	10	12	1	253	507	40	79	29	125	346	711

Note: Since part-time people are shown by school, the actual total of personnel is less than total shown.

Chart includes known changes up to July 8, 1972.

Appendix E

Legislation Covering Sex Discrimination

Executive Orders 11374 and 11246 prohibit employment discrimination on the basis of sex by contractors and subcontractors who are awarded contracts of \$10,000 or more by the federal government. (A "federal contract" has been loosely defined as something which benefits the federal government. Asked the difference between contract and grant Mr. Jack Hazard, the contract-grant officer for federal projects in Chicago, said that "at this point in time the two terms are used interchangeably." According to Peter Wallus, director of categorical aids in Kalamazoo, the Kalamazoo Public Schools presently receive 18 grants from the federal government, each in excess of \$10,000.)

Revised Order #4, 1971, requires federal contractors to analyze their staff to decide whether women are being underutilized, to establish goals and timetables for correcting deficiencies, and write affirmative action plans.

Equal Pay Act of 1963, extended in 1972, now covers teachers on all levels, principals, librarians, counselors, deans, research personnel, and administrative staff. "Where men and women are performing equal work on jobs requiring equal skill, effort and responsibility, and which are performed under similar working conditions in the same establishment, they must be paid equally."

The Equal Employment Opportunity Act of 1972 extends the enforcement powers of the Equal Opportunity Commission and the Coverage of Title VII of the Civil Rights Act of 1964. Sex discrimination is forbidden under Title VII in

hiring, firing, layoff, recall, recruitment, wages
and conditions of employment; promotional opportunities;
assignment; sick leave, vacation and overtime;
insurance and health benefits; retirement; or advertising
employment preferences based on sex.

Title IX of Education Amendments of 1972 states, "No person in the U.S. shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program receiving federal financial assistance." Broad coverage is provided for female students and teachers who participate or want to participate in federally funded education programs.

Note: The information on federal legislation was extracted from "Equal Rights for Women Educators Promised with New Legislation," DuShane Fund Reports, National Education Association, August 25, 1972

Appendix F

EXTRA DUTY SALARIES

A. The following pay scale shall apply to fully certified, qualified teachers for performing the following extra duties. The percentages shown are of the base or starting rate for the Bachelor's degree: (B.A. base 1971-72 - \$8,000.00)

Senior High School

Male		B.A. Base	Male	Female	B.A. Base	
2	Athletic Director	22%		2	Womens Field Hockey	5%
2	Head Football Coach	18%		2	Women Tennis	5%
2	Head Basketball coach	18%		2	Womens Basketball	7%
2	Head Swimming coach	14%		2	Womens Track	5%
2	Head Wrestling coach	14%	2		Womens Softball	5%
2	Head Baseball coach	13%				
1	Reserve Football coach	10%	9	5	Department Heads	7%
2	Reserve Basketball coach	11%	4	3	Co-op Heads	3%
2	Head Track Coach	10%	2		Senior Class Sponsor	3%
2	Cross Country coach	9%	2		Junior Class sponsor	3%
2	Tennis Coach	9%	1	1	Sophomore Class sponsor	2%
2	Golf coach	9%		2	Debate & Forensics coach	9%
26			-	-	Assistant Debate & Foren.	4%
	Assistants:		1		E.B.Y. Liaison Teacher	3%
6	Football Coach	10%	2		Dramatics Coach	8%
2	Baseball coach	9%	2		Faculty Game Manager	10%
2	Swimming coach	9%		2	Cheerleader director-football	4%
2	Track coach	9%		2	Cheerleader director-	7%
2	Wrestling coach	9%			basketball	
14						

Junior High School

1	Athletic Director	22%		5	Girls Basketball Coach	5%
5	Head Football coach	7%		5	Girls Track & Field Hockey	4%
15	Assistant Football coach	6%		5	Girls Tennis Coach	4%
10	Head Basketball coach	7%		5	Cheerleader Dir-Football	3%
5	Track coach	5%		10	Cheerleader Director-	4%
5	Tennis Coach	5%			Basketball	
5	Wrestling coach	5%				

Other Assignments

Summer School Classroom Teaching	\$6.75
Adult Education Teacher	\$6.75
Driver Education Teacher	\$6.75
Music Teacher	\$6.75
Intramurals	\$6.00

B. A maximum of five (5) years' credit outside Kalamazoo may be allowed, provided, however, said experience is from a school comparable to Kalamazoo Central or Loy Norrix. Allowable experience shall be Senior High School experience in the specific sport and in the coaching position.

- C. No coach shall be assigned to more than two coaching positions except in emergency situations.
- D. Add to the salary of each coach 2% of the coaching base for each year of allowable Kalamazoo coaching experience, said experience shall be limited to ten (10) years and shall be in the same activity being coached, provided, however, that this shall not apply to elementary intramurals. "Coaching base" is the dollar amount arrived at by multiplying the base salary for the B.A. degree by the appropriate percentage specified above.
- E. The Senior High Athletic Director shall be assigned five (5) class periods, one (1) planning period.
- F. Intramural assignments and activities shall be made by the Physical Education Supervisor. No time will be authorized without his approval.
- G. Bookstore Managers shall have no homeroom assignments.

Taken from "Articles of Agreement between The School District of Kalamazoo and the Kalamazoo City Education Association for the 1971-72, 1972-73 School Years."

Our sex analysis was added from figures provided in March, 1973 by Mr. Fletcher Lewis, coordinator for physical education and health.

APPENDIX F, Page 3

Minimum Salaries for Extra-Curricular Athletic Activities 1972-73
Figured on B.A. Base of \$8,000.00

Senior High Schools

Boy's Activities

#	<u>Positions</u>	<u>%</u>	<u>Total</u>
2	Athletic director	22	\$3,520
2	Head Football coach	18	2,880
2	Head basketball c'ch	18	2,880
2	Head swimming coach	14	2,240
2	Head wrestling c'ch	14	2,240
2	Head baseball coach	13	2,080
1	Reserve Football "	10	800
2	Reserve basketball "	11	1,760
2	Head track coach	10	1,600
2	Cross Country coach	9	1,440
2	Tennis coach	9	1,440
2	Golf coach	9	1,440

Assistants

6	Football coach	10	4,800
2	Baseball coach	9	1,440
2	Swimming coach	9	1,440
2	Track coach	9	1,440
2	Wrestling coach	9	1,440

Girl's Activities

#	<u>Positions</u>	<u>%</u>	<u>Total</u>
2	Women's field hockey	5	\$800
2	Women's Tennis	5	800
2	Women's basketball	7	1,120
2	Women's track	5	800
2M	Women's softball	5	800
2	Cheerleading, football	4	640
2	Cheerleading, basketball	7	1,120

Junior High School

1	Athletic Director	22	1,760
5	Head Football coach	7	2,800
15	Assistant football	6	7,200
10	Head basketball ch	7	5,600
5	Track coach	5	2,000
5	Tennis coach	5	2,000
5	Wrestling ch	5	2,000
83			\$58,240

5	Girl's Basketball	5	2,000
5	Girls track & field	4	1,600
	hockey		
5	Cheerleading, football	3	1,200
10	Cheerleading, basketball	4	3,200
			\$15,680
44	positions, 42 held by females		
	2 by males		

REPORT OF THE SELECTED STUDIES TASK FORCE

Mickey Spieles, Task Force Leader

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in the Kalamazoo Public Schools

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METHODS

The Selected Studies Task Force was implemented to evaluate a selection of courses at the secondary level (grades 7 through 12). It was originally planned to focus this study in three areas: textbooks, instructor attitude and student attitude. Upon selection of specific areas of study the intention had been to evaluate the written materials read by all students, interview the instructors, and question the students.

Of the 13 courses selected written materials were evaluated in 10. In the other three, beginning art, home economics and industrial arts no materials were available to us, because they use multi-media and library materials. Some of the courses had several books which were evaluated while others had only one.

We would have liked to interview all the instructors for each course, or a randomly selected sample from each course; it was stated by the administration that if interviewing of instructors was to take place they must pick the instructor and that the instructor must consent to be interviewed. If for any given course no instructor consents to be interviewed then obviously evaluation of the course must be on materials alone. One must realize that this type of procedure will obviously bias any data gleaned from such interviews, as it will eliminate those instructors who for whatever reasons refused to do an interview on sex discrimination or those that might be openly hostile to the idea of a study on sex discrimination. The task force was extremely unhappy with this procedure, but the matter was out of our hands. In order to get at least some cross sampling we asked the administration to pick at least one instructor from each of the 5 junior highs and 2 senior highs. This they did do.

The next section of the study, student questionnaires, was not done at all. The intention has been to sample all those students taking a selected course. We were informed by the administration that any student participation must be done completely on a random basis rather than the students taking a specific course. Since we were evaluating specific courses this type of random sampling

would gather no meaningful data and therefore was eliminated.

SELECTION OF COURSES

The Selected Subjects Task Force after some consideration decided to limit this study to specific areas. It is almost impossible at this time to examine every course, text, instructor and all supplemental materials used in the Kalamazoo Public Schools in grades seven through twelve. It is felt that the subjects chosen are those which most greatly influence the formation of values in young people and therefore a close look at these particular courses is necessary as a first priority. The subjects chosen are English, Social Studies, Home Economics, Industrial Arts and Business Education.

Within each of the departments of study mentioned many courses are offered and again a selection had to be made. Those courses finally chosen for study were selected in an attempt to get the courses which affected the most students. Therefore, when possible, required courses were chosen. At the high school level there are few required courses in these departments. In the English Department there are no required classes, therefore the two chosen were those which had the highest student enrollment.

Junior High
Beginning Art
Anthropology
English
Homemaking
Industrial Arts
U. S. History

Senior High
Psychology
Sociology
Home and Family Living
Merchandising
U. S. History
Good and Bad Heroes-Mass Media

Selection of Textbooks

The original concept had been that for each course selected all written material read by all students would be evaluated. We spoke with the Academic Specialist of each Department and got their lists of books used. But since

each instructor has a great deal of autonomy in choosing materials and we were personally speaking with only one, it was impossible to obtain lists of all supplemental material. We attempted to read the basic text for each course if one was used.

Admittedly, since each book evaluated was read by only one person some bias could not be avoided, but we don't feel that this can negate the findings which we report.

Evaluation of Textbooks

The task force prepared an evaluation sheet which gave guide lines in evaluating each text or paperback read. (see appendix A & B). These evaluation sheets included such questions as (1) number of pages referring to women and specific women mentioned (2) number of photographs of women and how they are depicted (3) acceptable and unacceptable references to women (4) personal critiques of the book rating it as: very good--i.e., non-sexist, good, fair and poor. This rating was based on the definition of sexism as those attitudes and actions which relegate women to a secondary and inferior status in society and prevents them from developing into full human beings, including those things which exclude women from a wide range of occupational pursuits and reinforce women's traditional role as mother and wife in society.

Interviewing

Of the 13 courses selected, interviews were conducted with 13 instructors--no instructor would consent to be interviewed in the senior high U. S. History class. We were informed of this by the administration and no explanation was given as to why no one would do the interview. Two instructors were interviewed in Mass Media.

The interviewing was done by three people using a form written by task force members and approved by the administration (see appendix C).

The form was written basically to discover what materials the instructor used and whether sexism in materials was considered when choosing supplemental

materials. We also tried to discover awareness of any personal bias on the instructor's part and whether any such bias would significantly affect the teaching of the course.

EVALUATIONS

The course evaluations that follow contain a synopsis of the book review as well as a brief discussion of those items in the instructor interview which are pertinent to the materials and the general structure of the course. General observations about the interviews are contained in a later section of this report.

Junior High History and Social Studies

These two courses are combined in evaluation because of a communication problem. We asked the administration if we might interview a 9th grade history teacher and received the name of an 8th grade social studies teacher. Therefore, we evaluated some of the books used in both courses.

Rise of the American Nation, Vol. 1 Todd, Curti Publisher-Harcourt, Brace & World, Inc. 1968. The total number of pages is 704. Of that number there are 26 references to women and only three notable women mentioned-Ernestine Rose, Harriet Tubman and Dorothea Dix. There also is a capsulation of women in early history. There are five pictures of women in the whole book. Two were portraits, two of women working in mills and one of the Salem witch trials. There were 284 pictures featuring men. Our reader gave this book a poor rating with the suggestion that "period literature or books written to illustrate specific view points be used to cover the gaps obviously left as far as women are concerned."

The Free and the Brave + Workbook, Henry F. Graff, publisher Rand McNally & Co., 1973. The total number of pages is 595. There are 14 references to women and of that 14 all but two were dealing with racial minorities. Sojourner Truth and the Grimke Sisters were mentioned as abolitionists with no mention made of their struggle for women's rights. Many chances to point out discrimination against women were missed. The writer dwelled on informing us of the passage of the 13th and 14th amendments, but failed to discuss the fact that this did not include black women. Nothing at all was written about the struggle to win passage of the 19th amendment giving women the right to vote. When he does speak of discrimination against women one gets the feeling that discrimination was to be expected. The causes of discrimination are never discussed. For example:

Women-even if they were educated-could not expect the kind of opportunities that educated men could. Nevertheless the heavy burden of housework slowly became lighter.

There were 116 photos of men compared to 8 photos featuring women. The total coverage of the women's movement is detailed in the next paragraph.

As the 1970's began, people throughout the United States were speaking out about all kinds of wrongs. One of the glaring wrongs was the treatment of women. In response to the problems a group of women founded the Women's Liberation Movement, seeing an end to discrimination against their sex by employers. This kind of discrimination was (note past tense) the most common form, throughout the nation and millions of women were determined to end it once and for all.

Selected Case Studies in American History, Vol. 1, Gardner, Beery, Olson, publisher Allyn & Bacon, 1969. The reader of this book rated it as fair with the suggestion that perhaps a few more stories could center around females. Queen Isabella was seen as a person acting in her own behalf. Leif Erickson's sister Freydis was said to have spent a winter on Cape Cod. It was a spinning wheel that evidenced a Viking settlement. The good thing about this story is that it is accepted as natural for women to be on the scene.

The Afro-American in United States History, Lashin, Dasilva, Landifer, Finkelstein, publisher, Globe Book Co., 1969. This book was rated good. It did include several important black women in history. Of course Harriet Tubman and Sojourner Truth but also women like Prudence Crandall, teacher-Phillis Wheatley; poetess-Wilma Rudolph, olympic medalist. The major criticism was in the coverage of slave America. The importance of black females in the white family as nannies and surrogate mothers was passed over.

Promise of America, Cuban, Roden, publisher, Scott, Foresman, 1971. This is a series of booklets three of which are used for 9th grade history. They are the Starting Line, Breaking and Building, Struggling for a Dream. These books are difficult to rate as sexist or non-sexist because of the general nature of the books. While most history books use historical personalities to illustrate the flow of events, Promise of America uses vignettes of daily happenings to portray an era. In Struggling for a Dream there is a four page summary of women's struggle for equality, quoting Sojourner Truth speaking at a women's rights convention. One criticism is the overwhelming number of photos featuring men. There were, in all three books, 107 photos featuring men while only 21 featured women.

Negro Views of America, Oliver, Newmann, publisher Xerox, 1967. This is a pamphlet used in the 8th grade social studies which is an anthology of writings by blacks on being black. This pamphlet had 10 sections none of which were written by or about women. There is only 1 picture of a female-a slave woman with a child. No mention is made of the hard times of the female slave as has been expressed in Linda Brents, Incidents in the Life of a Slave Girl. Out of a total of 17 photos, 14 feature men. One chapter dealt with statistics indicating the difference in wages, expenditures, education, etc. based on color line. No sex break down was offered indicating that the black female is the lowest on the wage scale.

Black in America, Hayden, publisher, Xerox, 1969. American Education Publication Unit. One interesting thing to note about this pamphlet is that at the end of each chapter there is a short section entitled "Their Names Survive". Out of 30 names mentioned four were females. Specifically mentioned were Lucy Terry, black poetess; Deborah Garnet, who masqueraded as a man to fight in the revolution; Mary S. Peake and Charlotte Forten, teachers. One cannot believe that these were the only black females who did something worthy of historical remembrance.

Building Citizenship, McCrocklin, publisher Allyn & Bacon, Inc., 1965. Only 5 chapters of this book were reviewed, or 117 pages out of 580. The chapters are used as a structural background in government. The one reference to women was to Susan B. Anthony and Lucy Stone who "protested that such an arrangement (not being able to vote) implies that women were unfit to be voters as criminals, children or idiots." Of the 3 pictures of women there were suffragettes marching, some women from the League of Women Voters and women working in a bank. It is interesting to point out that almost all of the organization charts used to show the decision making process pictured men at all levels. The implication being that women only enter the process in the voting booth.

Poverty and Welfare Ratcliffe, publisher Houghton-Mifflin Co., 1969. This is a booklet which is one of a series entitled Justice in Urban America. The women mentioned were welfare mothers seeking legal ways to obtain their rights. The photos were considered most demeaning to women. They show them sitting or slouching in dejection and frustration unable to cope with their situation while it is the husband who seeks and finds answers. But since it is women who most generally receive welfare and who have no husbands in their household one wonders how realistic this picture of urban America really is.

Story of the American Nation, Casner, Gabriel, Biller, Hartley, publisher Harcourt, Brace & World, 1962 with a 1964 supplement. Except for brief mention of Virginia Dare, Elizabeth I and Queen Isabella women play no part in the first 360 pages of this book. There are 29 photos featuring women compared to 211 of men. These pictures depict such things as holding babies, watching, working in mills, throwing flowers at dictators, riding boats in frilly dresses, nursing in hospitals, distributing food. No mention was made of Eleanor Roosevelt or other influential women of the period. The women's suffrage movement was covered in 3 paragraphs in a book of 785 pages.

Law and the Consumer, publisher Houghton-Mifflin Co., 1969. This is one of the Justice of Urban America series. The reader of this booklet rated it as good, with the postscript that the problems of poverty seem to cross all boundaries including those of sex.

The Ways of Man-An introduction to Many Cultures, John Jarolimek, Barbara Davis, publisher, MacMillan Co., 1971. This book was rated as good with the following remarks. "As it treated economic revolutions, it should have treated the feminist movement as a revolution in the power structure and should have shown the relevance of the movement to all people getting their human rights. Only a few males were specifically mentioned (Ghandi, Commodore Perry) and the inclusions of women were deliberate and good. Sufficient thought questions were posed to counter-act the traditional sex roles so thoroughly detailed in sections on underdeveloped countries. However, the preponderance of male featured photographs and the fact that the females were pictured in traditional roles reinforces the title of the book. If the visual message influences more than the written word, than the good elements in the text are over-shadowed by the photos. The fact that the authors may have had some insight into the implications of the title "The Ways of Man" is evident by the fact that they chose to include "women" as a subject in the topical index whereas they did not for men. Matthew Perry and Ghandi, to give a couple of examples, were listed in the index, as were many male religious leaders, but the females mentioned in the text, such as Murasaki Shikibu, the first novelist and Golda Meir, were omitted from the index.

The instructor interviewed was not noticeably aware of the new trends in the women's movement. Although conscious of racism in a text, the books had

never been looked at for sexism. Even though this person felt the course was relevant and in tune with the recent changes that have taken place in society no attempt had been made to include an examination of the women's movement and how it can and will affect the government and the structure of society.

Senior High United States History

The information for evaluating this history course comes entirely from the review of the textbook used, for no history teacher would consent to be interviewed.

Rise of the American Nation, Vol II, Todd, Curti, publisher Harcourt, Brace & World, 1968. The reviewer gave this book a rating of fair. References to women in the book are acceptable, with the exception of one which is included in a photo caption. The primary objection is that women are nearly invisible in the 789 pages of the book, both as individuals and as members of groups. There are 44 one-word references to women, in the contexts: "men and women"; "women and children", "housewives", and so forth. Of the approximately 225 pictures in the book, 139 feature men and 13 feature women. Every picture of "men only" is literally that. Some of the "women" pictures have men or boys in them, with the woman most prominent. The remaining 73 which feature neither sex include scenery and other non-human subjects: there are very few with both sexes in the same photograph.

Only 25 women are mentioned by name in this entire book, most of them given 1 or 2 sentences. In fact, five of them are included in a single sentence which describes expanded opportunities for women. Jane Addams was given the most space, with a capsule biography and account of the founding of Hull House which covered 3 paragraphs. The fact that "Andrew Johnson's" devoted wife taught him to read is noted, but the woman is not named.

Subjects of significance to women are mentioned on 13 of the 789 pages and in no case are they given any extensive attention. Specifically, suffrage is treated in 1 paragraph, labor legislation in 2 sentences, the changing nature of the family in 6 paragraphs, women in World War II in 3 paragraphs and so forth. A subsection entitled "New Opportunities for Women" consists of 6 paragraphs and cites women's increased freedom from household drudgery, volunteer work in civic projects, and new job opportunities. The latter deserves to be quoted in its entirety:

"The rapidly multiplying machines in mills, plants and factories created new jobs for women, who could work on some assembly lines just as efficiently as men. This was especially true in the textile and tobacco factories that were springing up in the South. It was also true of the canning industry and of many other types of factory production. Moreover, women were finding increasing opportunities to work at selling jobs and as clerks and stenographers." There is no accompanying list of jobs which could be performed efficiently by men; the implication is that men are qualified for any job they may choose. It is noteworthy that all the jobs mentioned here are characterized by monotony, low pay, and little chance of advancement into managerial or administrative positions. There are significant periods of American History in which women played a large part, equal to that of men but different enough in quality to warrant special mention. We refer to: migrations to America from other parts of the world; the westward movement in this country; settlement of the frontier;

Prohibition; and the movements for equal rights and for unionized labor. Nowhere in the treatment of these subjects are women given anything approaching adequate coverage of their contributions. Once again, if we are to judge from this text, women are simply invisible in the development of this country.

Even women of individual achievement are given only cursory notice. Surely there should be more mention of Eleanor Roosevelt than just one picture of her with the President. Her work for women's rights, for making a place for women in politics, as ombudsman for the nation, as an author and United Nations delegate are important accomplishments. If Charles Lindbergh is mentioned for his aeronautical exploits-and he is-could space not also be found to mention Amelia Earhart? An opportunity to name Mrs. Rose May Parks as a central figure in the beginning of the Civil Rights struggle was also overlooked.

These examples were included to show specific and indisputable instances of unequal treatment by the authors and publishers of this history text. The list of such omissions could be extended. Perhaps the most positive thing which can be said about this particular book is that the areas for improvement are so vast that any step in the proper direction will be immediately evident.

When looking at the texts which have just been evaluated one fact is apparent and that is the omission of women. This is done while also omitting the legal and social disadvantages which women face. Women are seen in passive roles enjoying all the benefits of a social and economic system which men have created and operate.

Women are omitted by topic and by virtue of the topics chosen. Those areas where women abound such as theatre, arts and dance are generally left out. It is interesting to note that inclusion of blacks into texts and use of texts about black history did not include the black female-she is as invisible as her white sisters.

In view of these kinds of things this task force has several suggestions to make. It is our hope that the contribution of women will be included in all areas of history. Women should not be added as post scripts to historical action but rather as the integral part of history that they are. Also it is suggested by this task force that at least one course related to women be added to the curriculum. Due to the fact that areas are only briefly covered in a history text, a class dealing specifically with the women's movement, its history, leaders and growth would certainly be in order.

PSYCHOLOGY

Above all others, it is hoped that a course in psychology would be free from predetermined roles for male and female and that it would deal with individuals to help students understand themselves in a personal context and not in a stereotyped context. Unfortunately, this is not the case with the course we evaluated. Five books are used, one text and four paperbacks. The following are our evaluations:

Psychology, by Frank Cox, publisher Wm. C. Brown Co., 1970. There are few positive quotes such as:

Sad to say...the role he (the male) decreed for the female was often designed to enhance him and control her...She has been bought and sold, rejected if she cannot produce sons...and often killed in infancy since she was considered to have little value. The right to determine her own life has largely been withheld...

The author has a heading in one chapter entitled "The Differences Between the Sexes." In it he describes only physiological functions of the female, menstruation, pregnancy, lactation and menopause and how each affects her emotionally. The male discussion deals with man's self image and how ability to sexually perform directly affects it. The author goes on to say, "In a competitive society where man's success is measured by his productivity and achievement, the prosperous male must manage two marriages, the first to his vocation, and the second to his wife and family."

This leads into a discussion of man's first obligation: "work" which covers a page and a half with a footnote which reads:

"It is also true that marriage to a woman who is committed to a profession, nursing for example, dictates a different family relationship from what is common practice "

This kind of stereotyping is prevalent throughout the book. We do not necessarily take issue with Mr. Cox's explanation of certain male-female characteristics, but rather that it should be given without any discussion as to whether this role casting is for the betterment of all-male and female.

A Primer of Freudian Psychology, ed., Calvin S. Hall, publisher New American Library

This is basically an historical account of Freud's thoughts. Such a discussion in psychology is necessary. It is hoped that such discussions would be balanced with more current psychological thought and that Freud's view of women be explained.

Learning Reinforcement Theory, Fred S. Keller, Publisher Random House, 1969. This is a rather technical book but nonetheless sexism is evident. The words "feminine" and "submissive" are used interchangeably which can only reinforce a stereotyped image of what being female must mean.

Why Am I Afraid to Tell You Who I Am?, John Powell, Argus Communication Co., 1969. This is a good book dealing with "insights on self-awareness, personal growth and interpersonal communications." Most of the material is written in neuter terms and applies to all persons. When a difference in emotional behavior between men and women is noted, it is also noted that such differences are culturally derived.

DIBS, In Search of Self, Virginia M. Axline, Ballantine Books, 1964. This book deals with the counseling of a child and his mother to work out emotional difficulties. It was rated as good, but it is worth noting that the father did not actively participate in counseling leaving this important responsibility solely to the mother.

If the instructor interviewed for this course was aware of the sexist statements contained within the text, it was not indicated to the interviewer. For this class the text was used in its entirety, although not in the same order presented. Also used were the four paperback books evaluated as well as four books of the students own choosing. Judging from the material as well as the attitude of the instructor a very traditional and limited role for men and women is presented.

SOCIOLOGY

The textbook, Society Today, published in 1971 by Communications Research Machines, Inc., states in its preface that "it presents, through today's sociology, a full view of society today." Actually, it falls far short of that in regard to exposing sexism. There was not time to review the entire text because the task force was not given the book until the end of the school year. However, two entire chapters were read.

The listings in the index were as follows: "women, rights of, 266-67, 268," but there was no listing for "men," the implication being that the content dealing with men was so extensive that it was impossible to index. Another listing read: "father, role of, in socialization of children, 50", but there was no listing for "mother", the implication being that the things a woman does as a mother are too diffuse to index, whereas a man's contribution as a parent is precise and such a minor part of his life that it can be indexed and even described in one page.

The chapter on Family and Kinship declares:

"The institution of marriage reduces sexual competition among men by defining rights or legitimate access to women without implying either the subordination or the defeat of those excluded. For the partners themselves marriage serves to manage their sexual and psychological tensions and to reinforce their primary sexual identifications." Women are viewed as objects of sexual competition and are told that the purpose of marriage for them is that their sexual identities will become stronger. In our society, this means they will know they are second behind men. The text doesn't indicate how marriage might serve the interests of women.

The text notes that rights for women have become institutionalized and that women and men are beginning to relate to each other equally so that both parties recognize the other's needs. However, it notes that "extra-marital sexual outlets (prostitution, maintaining mistresses) have been allowed only to men, a fact that reflects both the social distribution of power and popular conceptions of the relative biological needs of the two sexes," and the text does not go on to point out that this is exactly what the women's movement is all about.

The authors apparently think that they are describing the most progressive trends in society when they write that "because of the greater participation in the raising of his children, the husband has developed some of the nurturant qualities that once were considered the unique province of the woman. The wife, on the other hand, has been encouraged to take more interest in her husband's work and in community, political, and social issues." Completely missed is the fact that women want to take interest in their own work and to become part of the power structure and not merely tea-party politicians.

Although the authors state they foresee increased availability of daycare centers allowing mothers to pursue civic and occupational activities, they belie themselves by writing that:

"The more expressive aspects of family life, including the maintenance group solidarity and the reduction of both interpersonal and intrapersonal tensions, remain, however, the primary province of the wife-mother. Young boys and girls continue to learn distinct masculine and feminine sex roles. Boys learn the importance of aggressiveness, initiative, and success in the competitive world of sports and business, and girls learn the importance of charm, nurturance, and success in the competitive world of husband hunting."

To state as fact that boys must learn aggressiveness in order to survive in the business world and that girls must learn to compete so they can successfully husband-hunt is a sexist, bigoted, anti-humanitarian opinion completely out of place in a text book.

Pictures in this section showed a middle-class Caucasian male showing his son how to tie his tie, play golf, and plant a garden. He vacuums while his wife feeds the baby and both husband and wife wash the car. The message is superficial and coupled with the written text hypocritical as well. The male is not really interested in changing his role if it means relinquishing power.

The chapter on Socialization stresses the importance of the development of a child's sex-role identification. It notes that the father's early responses to the child "may be expected to bolster the child's sense of competence and self-determination." It does not indicate that the mother can also foster these self-impressions. The text goes on to state the relationship with the father sets the stage for sex-role acquisition. It then defines what this acquisition encompasses:

"Male children, at least in American society, typically become oriented toward instrumental achievement outside the family context (in sports, in school and later in business or professional life) and learn to be active, somewhat aggressive, and overtly unemotional (except perhaps in expressing anger). For the male child, instrumental adequacy...is critical to the development of his self-conception. For the female child...the goal tends to be the development of certain expressive abilities, empathy, nurturance, and aesthetic concerns rather than instrumental achievement. Thus...girls are likely to be less aggressive, more passive, more concerned with emotions, more willing to express their own emotions, and less concerned with instrumental achievement."

The authors do not even raise the question of whether or not such socialization ought to continue. They strongly imply that continuance is desirable because "problems stemming from inadequate, ambivalent, or incomplete sex-role identification are a fertile source of interpersonal difficulties and later neurotic disturbance. The authors note almost parenthetically that "the content of sex roles is immensely variable from culture to culture," and leave the reader with the impression that the American definitions of sex roles are immutable.

The authors indicate they understand the basic goals of the women's movement when they write:

"For women as well as for men, a commitment to work that is both personally fulfilling and sufficiently remunerative, coupled with assistance for parents is spreading both the burdens and the joys of child rearing, probably represents an ideal solution, but one unlikely to be often encountered in the United States."

And it will always be unlikely as long as textbooks keep perpetuating the status quo, as does this text. The authors also write that in marriage "the goals of stability and accomplishment can be mutually supporting, as when a promotion for the husband provides sufficient money to satisfy his wife's demands for material security and social prestige and causes her to support actively her husband's career objectives." The authors have unwittingly presented an extremely good argument supporting the women's liberation movement which would benefit both male and female.

The pictures in this chapter underscored the status quo content. A full-page color picture of three girls playing dress-up, one in a bride's dress and carrying a doll, opened the chapter. Others depicted a girl playing house and another playing mother. There were five pictures of mothers cuddling children. There were no pictures of fathers with children, and the one picture of a boy showed him assembling a model. Essentially, the visual message was that girls train to be mothers.

The sociology instructor interviewed uses supplemental materials besides this text which the teacher finds to be lacking in discussions of ethnic and cultural (including women's issues) societal forces. The instructor and students introduce relevant current events in class. For example, changes in lifestyles are studied and the popular culture (soap opera, movies, advertising) is examined for its treatment of males vs females. The teacher has invited women having non-traditional careers to address the class. The teacher attempts to have the students apply the same scientific method of study to their own lives that they, as sociology students, apply to other people.

Junior High English

The heart of the problem for this particular course can be seen in the fact that of the textbooks reviewed, 6 are rated as poor and only 1 is even

rated as fair. The one novel of this group is not rated, for it presents an historical perspective, rather than a current one. Though we might ask why this particular novel (The Bridge of San Luis Rey) was chosen, as opposed to some other, it may still serve as a take-off point for profitable discussion. It's treatment of women is what one might expect in the setting of Peru, some 200 years ago. Indeed, the author himself provides some positive insights that can be followed up in a classroom, without breaking continuity in the examination of this book as a literary work. For example:

"The Abbess... had fallen love with an idea several centuries before its appointed appearance in the history of civilization. She hurled herself against the obstinacy of her time in her desire to attach a little dignity to women. Looking back from our century we can see the whole folly of her hope. Twenty such women would have failed to make any impression in that age."
(pp 27-28)

Quantitatively, in the 7 English Books reviewed, females are the central characters of 33 stories, while males are the central figures in 156 stories. The total number of stories is somewhat larger than this, but these were clearly defined as focused on one sex rather than the other. The poetry section of one literary anthology contains works by 20 poets and only 4 poetesses.

Qualitatively, women suffer even more in these literature texts. References to them are most often made in terms of "mother", "grandmother", or some other role which is traditionally assigned to women on the basis of their alleged sexual predispositions, e.g. teacher, nurse, librarian. They are seen as passive, naive, non-aggressive, needing help and leadership from logical and mature men. For instance, women do attend meetings and help out with projects, but men chair these meetings and make the decisions as to which project will be undertaken. So far as could be determined, no one in the mother role is seen as having any other role, not even an "acceptable" one such as teacher. Does this mean that the two are mutually exclusive? If so, why is the role of "father" not also important enough to exclude any other career?

By far the majority of references to women are minor and made only in passing. When female characters are more specifically singled out, it is usually with descriptions that are less than flattering. Some examples of phrases referring to women are: "giggling girl"; "a lumpish awkward creature"; "a wife, nothing but a crab"; "girl tagging around after a boy"; "eccentric", and so forth. Photographs and illustrations of girls and women show them "sitting", "looking frightened", and "fashioning a wedding gown", to cite three typical examples.

Some of the worse treatment of women is seen in these two passages:

"In individual size and strength, of course, we men had the advantage, but in dirty fighting the girls were definitely more adept." Counterpoint in Literature P. 211

"The matter was hushed up and Mateo married the girl. His wife Gluseppa presented him at first, to his fury, with three daughters, but at last came a son..." Ibid., p. 226

The particular book from which these passages were taken has no treatment of prominent women at all, nor of significant subjects relating to women; with no positive or even neutral references to women, any "education" to be gained from this textbook soon becomes a mere reinforcement of the existing negative stereotypes and prejudices held about women.

Another collection features only 2 biographies of women--swimmer Gertrude Ederle and sculptress Vinnie Ream---in its 511 pages. One unit in this same book is entitled "Giants of the Earth", and asks in its forward: "Why do you think the men whose life stories follow might deserve to be called the giants of the earth?" (underlining men). Another unit has a story which mentions the Women's Suffrage Movement in this context: "I'd like nothing better...(than) to inform all those crackpots in petticoats exactly what I think of their antics." A letter from Thomas Jefferson to his daughter exhorts her: "Nothing is so disgusting to men as a want of cleanliness and delicacy in women. I hope, therefore, the moment you rise from bed, your first work will be to dress yourself in such style as that you may be seen by any gentleman without his

being able to discover a pin amiss." Surely personal hygiene should be a matter of concern to persons of either sex for reasons of health and comfort. A failure in this regard should not be indicative of disrespect by a subordinate toward a superior in an unequal relationship.

Another facet of sexism may be seen in the fact that children's friendships are almost invariably portrayed as boy-boy and girl-girl. Are we to assume that there are no activities or interests shared by both boys and girls which could be the basis of simple friendships?

The quality of the lives lead by women is lower in intensity and variety than the males, who are seen as multi-dimensional persons involved in adventure and excitement. Only rarely in any of these books are women seen who exhibit courage, competence and intelligence. One major exception, conspicuous by its singularity, is the inclusion of The Diary of Anne Frank.

Even spelling books show a disproportionate focus on men. One text has 35 roles and occupations for males represented in its illustrations, with 5 for females. (See Appendix D) The tests and questions refer to males 75 times, to females 14 times. Sentences mentioning girls say very little of real substance: "Jenny enjoys music." On the other hand, sentences referring to boys find them interested, active, involved: "Jay is training to be an underwater explorer." A steady dose of these subtle cues can only lead to expected conclusions in behavior patterns. Girls "learn" that it is "proper" for them to remain on the sidelines in life--passive, dependent spectators. Boys "learn" that it is "proper" for them to be the center of activity, to be in command, to be the decision-makers. Another speller reviewed by this Task Force had a dictionary section which included the word "male" but not the word "female". The same book had few sentences about women, and these were role-oriented. Typical examples are: "The old woman's arthritis made it a tedious job to vacuum the rug." (p. 91) "Mother served doughnuts and cider in her new crystal glasses." (p. 16) Male references were varied and not dominated by such stereotypes.

The teacher interviewed in conjunction with this course appears to be sensitive to the changing roles of women in our society and to the changes in the way females view themselves as persons. The class has discussed women's rights as a facet of civil rights. There has also been discussion of personal and individual rights, as seen in various works of literature; this has led to questions concerning responsible decision making. It is the teacher's hope that by allowing discussion of such topics as they arise, and learning to cope with current problems that "the students can mature enough to help educate themselves." Such a concern for personal growth and stimulation toward self-actualization can do much to reverse the standard female orientation as one who sits at the edge of the mainstream of life and waits passively for the tides to push her in one direction or another. This teacher feels also that "Women need to know they have a worth in order for our society to make progress". The sex ratio in this particular class is 2 girls to 1 boy, and the teacher estimates that one-half to two-thirds are college-bound.

Good and Bad Heroes-Senior High English

This is a one semester course of readings and discussion dealing with many aspects of heroes. The material used varies from semester to semester depending on the student makeup of the class and whatever happens to be current. The students also must read four additional books-two biographies, two autobiographies. In addition, biographies are read of people whose names are familiar, but whose place in history is vague. Generally four works are always used.

Johnny Got His Gun, Dalton Trumbo, This novel presents a very strong anti-war message. It centers around a war victim. The women of his life seen in flash-backs were portrayed realistically in a manner fitting the setting.

Jesus Christ, Superstar, Andrew Weber, Tim Rice, 1960. This is a new telling of an old story. Women are handled with a traditional and biblical sense. Judging this from a sexist standpoint becomes difficult, but one can question why this book was chosen over others.

Beowulf, A New Telling taken from Practical English Magazine, This is a new English version of an old legend of the young hero conquering evil. From a sexist standpoint one cannot question the traditional treatment of women, but again one wonders why this particular heroic tale was chosen.

The Black Hero, ed. Murray Thomas. Publisher Scholastic Book Services. This book contains articles by 16 authors, three of whom were women. One story dealing with black women is "The Negro Mother" which points out the importance of the black women's role of support for the black man and her children in the struggle to get ahead. She is submissive, loyal and loving. This image may very well be a valid role model for some women, but perhaps another model could be presented for those women who do not wish to be mothers.

A problem with our society is that too often women are taught to be nothing more than possessions of men. The following quote is very exemplary of that philosophy:

If a woman is loved she is beautiful and
I must tell my women that they are beautiful,
first because I find them to be so, second
because they need it as an extension of
my manhood and my confidence in myself
I can say to them, "You are beautiful,
you are not scrubbing the floors. That
is not you. You are a queen. Ten
thousand Queens of Sheba. Scrubbing
floors on your knees. Get up. Walk.
Talk. Be what you are. My woman
whom I will defend and fight for to
the death.

The instructor interviewed was aware of discrimination particularly racism, but was also conscious of the rather negative image women are given. The instructor was constantly changing the structure of the course to meet the needs of the students. He felt that studying heroes per se was simply a vehicle for teaching other concepts. But when asked, if for instance, the class was predominantly female would more material about females be included the answer was no. The interviewer felt this instructor while aware of sexism was not aware to the point that he was actively trying to change stereotyped images through the material he selects for the course. This instructor suggested and it is also the suggestion of this task force that workshops be held among teachers which would point out the blatant and subtle forms of sexism.

HOME AND FAMILY LIVING

In the Bulletin of Courses this class is described as "an attempt to understand the place of family life in the modern world, it stresses the need for self-understanding, and understanding those customs which lead to marriage...; readiness and adjustment in marriage; earning and spending more." The only problem with this description is that they omitted the word traditional.

The only good things about the book used for this course is that the instructor we talked with didn't use it very much, but since there are other instructors, we obviously don't always have that assurance.

Personal Adjustment, Marriage and Family Living, Judson Landis and Mary Landis, Publisher, Prentice-Hall, Inc., 1970. There was several complaints about the book many of which the instructor agreed with. The book was very middle-class. Blacks were the only minority presented which tended to make the attempt to be multi-ethnic contrived. The pictures were quite damaging and also somewhat contrary to the written contents of the book. The book mentions several times that marriage has been romanticized and then the pictures included reinforce such romanticism, showing blissful dating, weddings with few pictures of conflict in inter-personal relationships. The pictures reinforce the rather traditional child-rearing roles-with mother tending children and father shown actively involved with the children. Another area which made unacceptable references to women is premarital sex and early marriage. If one were to judge from this book alone one might conclude that girls are all to blame for early marriages which in general ruin the careers of young men. There are many quotes to support such a thesis such as the following. A section on negative affects of premarital sex states that girls view sex as a step toward marriage and will suffer emotionally, but a boy will be worse off if an unwanted pregnancy or early marriage impairs his future. "His future life achievements can be restricted by the early sexual involvement." Another says, "the girl who encourages the boy in extreme petting which leads to intercourse may put an end to his plans for his future education and vocation." Don't girls have a future? Why does the author blame only them for the pregnancies?

Another fault with this book is that it assumes everyone's goal is to be married. Quotes such as the following, "At this point in your life the important question is 'Am I becoming a marriageable person.'" Another, "teenagers have freedom to test ones interaction with people of the other sex. As long as one is not yet married, there is still time to find a life-time partner with whom the most satisfactory marriage and family life is possible: one is not yet positively committed to trying to make the best of a bad choice."

This is a very traditional marriage textbook and it has such limited horizons that students aren't encouraged to look at various lifestyles. It stereotypes both male and female and makes many assumptions about male-female behavior which is not necessarily true. Rather than help a student discover his/her own potential as a member of this society, it has already cast everyone in the play of heterosexual love, marriage and family.

The instructor interviewed for this course uses supplemental materials in place of this text. This teacher attempts to show students the historical development of the concept of "family", sex roles within different cultures and socio-economic groups, and the realities of the profession of parenthood. Not only does the teacher introduce women's issues to the class, the students do also. For example, a couple of students reported on Women Awareness Week

at Western Michigan University. The students are encouraged to examine their own life-styles and beliefs and to consider a broader range of alternatives than they had previously. They are helped to see their own needs more realistically so that, for example, female students will see that marriage does not guarantee them financial security and males will see that babies do put demands on fathers which are not always pleasurable. The instructor encourages the students to evaluate their options and to have reasons for their choices beyond merely accepting a previously established pattern.

MASS MEDIA

For this course we interviewed two instructors who used two different textbooks. Both of the books are used as background material with the bulk of course material coming from radio, television, newspapers and magazines. The differences in the way this course was handled points out how crucial instructor attitude and awareness can be. Both courses used the major forms of media as instructional material, but one teacher pointed out how the mass media uses women and sex to sell things and how the mass media treats women in general. On one evaluation sheet used by the students for television the teacher tries to get them to look at the role stereotyping done within a television family. The question is also raised whether or not these families are like most of the people the student knows. In contrast the other instructor did not mention any such attempt to try to expose stereotyping. The text used by this instructor was rated poor, while the text used in the other class was rated good, mainly for the way it exposed the media's stereotyping of women. In view of this kind of contrast between two classes of the same course it is the recommendation of this task force the school system with the utmost urgency develop an inservice training program to make teachers and administrators aware of the many forms sex discrimination can take. It is also suggested that each department hold informal sessions to deal with problems specific to their area of study. This could be discussions of subtle forms of discrimination as well as sexism in textbooks. It is hoped that lists of materials pertaining to women and written by women would be made available

to all instructors.

The following are the evaluations of the two textbooks used for this course.

Media and Communication, William Thomson, publisher, Harcourt, Brace & World, Inc. 1972. This book has 179 pages and contains a total of 12 references to women. There are many references similar to this, "Writing has enabled man to record his history, development, hopes, fears, thoughts and feeling and himself, about other men, about his world." Granting the fact that the English language tends to be masculine, one might think sentences such as this could be better written to include the other 51% of the population. This book was rated poor.

Coping with the Mass Media, ed. Joseph Littell, publisher, McDougall, Littell & Company, 1972. This book dealt effectively with the media's stereotyping of women. It also went into the way mass media especially television perpetuated myths in our society. This book was rated as good.

ANTHROPOLOGY

This course is entitled Man: A Course of Study which one might assume means mankind, but judging from the material this might not be a valid assumption. It is an experimental course for seventh graders, which contain 24 books and pamphlets which are presented in a given sequence. The material contains studies of animal societies such as salmon, herring gull, baboons, chimpanzees and wolves. It also contains stories and legends depicting Eskimo life. The course is published by Curriculum Development Associates, Inc., Washington, D.C., 1971.

In evaluating this material it was determined that the content itself did reinforce the traditional male-female roles and adds to sex stereotyping of students, but that such role casting could be avoided if the instructor chose to do so. Given that anthropology studies different societies and their organization, traditional models must be shown, but if it were creatively taught, it would be very helpful to boys and girls in combatting the limitations of sex roles. In the Eskimo studies it is shown several times that boys are worth more than girls.

They would like to have many sons and few daughters. If a girl baby has not already been promised as a future wife, her family may feel they cannot provide for her. If there is no family to adopt her it is their custom to allow the child to die.

An astute instructor could point out the dangers of applying such standards as seen in Eskimo society to our way of life. Also the division of labor among the Eskimos could be defined and contrasted with the needs of our society.

An observation about the series was the general lack of females. In the

animal studies all the pictures of humans are male. In the Eskimo studies the female activities, games and amusements while the men were away hunting were not mentioned. On the bright side, Jane Goodall's work was mentioned in the pamphlet entitled "Chimpanzee."

The one anthropology instructor interviewed is very aware of sexism and is making students aware. This teacher attempts to show the students that humans are more alike than different, and that differences are due to a learned culture. Students relate the classroom material to current events. For example, they examine sex roles for cultural differences and for indications of change. The teacher has read from the Feminist Manifesto, played the record, "I am Woman," and used the article, "Are You A Sexist?" for class discussion.

In conclusion one must say that again teacher attitude and awareness become the pivotal point around which the usefulness of making students aware of sex role stereotyping is centered. Again it is suggested that the administration set up programs which would aid instructors in making their courses non-sexist.

Industrial Arts--7th Grade

The data for analyzing this class comes from the teacher interview. This teacher has only one section of this particular course, and the sex ratio in it is about 3 boys to 1 girl. He feels this is fairly common situation for other classes of this course.

In the past, discrimination on the basis of sex was automatic in the field of Industrial Arts. This is no longer true, and during his introductory statements early in the class he made girls aware of the job opportunities they now have in the field. This teacher uses his own outlines, ditto sheets, etc. for his classroom plans, as he feels this assures more complete and up-to-date coverage of specific skills, tools and machines. He does not feel restricted in his choice of materials to be used, except for financial considerations and necessary space for storing projects. The one-semester nature of the course also presents a time limitation, but there are apparently no ideological problems to be dealt with by him.

Most of the students are not college-bound, but this is not a matter of concern for the teacher. His own goals are to teach the students to work with their hands, to introduce them to basic tools and skills, to give them a chance to experience success. He does feel that the 7th grade boys and girls differ in their abilities. From his personal observations, girls have more patience for pursuing a project, while boys have had a greater amount of previous exposure to working with tools. He feels that these differences do not amount to an advantage for either group.

His closing remark was thoughtfully spoken: "Men don't realize that the sooner women are liberated, the sooner they (men) will be."

Home Economics - 7th Grade

The data for analyzing this class comes from the teacher interview. This class, and the one like it that she teaches, have only girls enrolled. There is an exchange procedure during the year, in which girls take 2 weeks of Industrial Arts and boys take 2 weeks of Home Economics, at this particular school. There was opposition from the students at first, but in practice it worked out well. This opposition lead to a discussion of roles, and to the set ideas that students have about their future place in society. The teacher felt this was a productive and stimulating outcome, as she senses an apathy and detachment in her students, in so far as their life goals and specific plans for meeting them are concerned. Many of her female students see an early marriage as the means for achieving maturity, rather than a step to be taken by the mature.

In the foods, clothing and grooming units covered in 7th grade, she stresses basic skills for simple and economical living, practical things which will be of value to the students in whatever way of life they choose, and regardless of whether or not they ever have another course in Home Economics. She does not use any single text, but chooses specific chapters from a large number of books which she feels are more up-to-date or particularly oriented toward the student's interests or ability level. When asked about the relevance of this course for today's society, the teacher replied; "Yes, home life is the most important part

of a person's life, and the more done to improve it and make it worth having, the better. We have a stronger hold on ourselves. The security status of individuals is improved. We are helped to become more independent as people."

For the purpose of making recommendations, the Industrial Arts and Home Economics departments will be treated as one entity. It is the understanding of this Task Force that changes are under way which will alter the course structure and enrollment access in these classes. There is a possibility, in so doing, that a subtle sexist error may occur which prevails in some other school systems. We refer to the notion that boys need to know only those homemaking skills which will tide them over the periods of their lives when females (mother, teacher, wife) are not "taking care of them". There is a parallel notion that girls need to know only those skills of home maintenance, wood craft, and auto repair to see them through an emergency situation, that is "until a male arrives on the scene to take charge." A class entitled "Bachelor Survival" or "Powder Puff Mechanics" is indicative of this short-sightedness. Such thinking prevents development of the full potential of each person who is subjected to it, and perpetuates undesirable sexual stereotyping.

8th GRADE ART

Information for evaluating this course comes entirely from the teacher interview, for he does not use the Junior High Art Guide compiled by the Kalamazoo Public Schools in 1965. He does not regard it as useful, nor relevant to problems of Junior High Students. The materials chosen are from his personal library, the curriculum library, the art coordinator, and from ideas picked up at staff meetings. Only his own personal judgment is involved in this selection process, and he does not feel restricted by any factor except the limited attention span of this particular age group. Much of the focus of this course is toward the individual student as a person, enrichment of his or her perceptions of the visual arts, an expanded awareness of the beauty of scenery, etc. Current changes in society show up when choice of subject matter is left to the students,

and he mentioned the local issue of bussing and national issues of war and "Water-gate" as examples. When questioned specifically about women's issues, this teacher said it had come up in a discussion of individual rights. He also volunteered that he had shared with the class on several occasions his family's personal techniques for dividing home responsibilities, including the fact that he often does the dishes with the help of his young son, and does not feel this detracts from his manliness. He tries to be as open as possible with students, to discuss their family relationships and problems with them when they come to him for help. When asked if he had a personal sex bias, one way or the other, he replied: "No, my expectations are the same for either sex, and the subject matter is of their choosing. I try to broaden their horizons of choice." It was my own feeling that he was as honest and warm in his dealing with students--many of whom came in just to say good-bye for the weekend on their way to the bus--as he was straightforward and cooperative with this interviewer.

MERCHANDISING

The information for evaluating this course comes from the teacher interview and reviews of the two books used.

Fundamentals of Selling, Wingate, Nolan, publishers, Southwestern Publishing Company, 1969. Apparently the textbook is better than most of its treatment of women. It shows them in a variety of roles, not just as customers and salespersons, but also in positions of airline consultant, conducting a class for both men and women, handling complaints, taking inventory, feeding a computer, etc. Illustrations, in particular, were fair to women, showing them in interesting activities and commanding positions. Page references were fairly even; however, the text still used "he" and "salesmen" generally.

The accompanying study guide and projects handbook was not so acceptable. None of the examples referring to women were in the least notable or interesting but focused on mundane activities such as buying detergent, getting breakfast and complaining about jewelry, to cite three examples. There were no references to women in management or ownership positions. Surely the "real world" has many examples of women in such situations, and these could be included for the encouragement of girls who aspire to success in the realm of business. The fact that 60% of the class is female and 40% male seems to indicate the existence of just such aspirations.

The instructor does not use the text a great deal, but prefers a discussion-based class as being more stimulating for students. Many supplemental materials are used, including newspapers, magazines, charts and graphs from various sources.

These are readily available, relevant to topics discussed, and can be purchased with government money available for vocational supplementary purposes. The person who interviewed this teacher had this to say afterward: "He was pleasant and cooperative, although somewhat hesitant and embarrassed to give his personal views". He attempts to develop skills in all the students which will make them knowledgeable consumers regardless of their further involvement in retailing. He could probably make some points stronger in class such as challenging whether retailers should sell by "psyching out" the woman buyer, and asking what will happen when more men are doing the buying. He might also encourage women to desire managerial positions and to not merely accept the readily available positions as clerks, buyers, and advertisers. It should be noted that his initial comment on the Elementary Textbooks Task Force Report was one of the agreement--that sexism, like racism, needs to be dealt with by society.

INTERVIEW EVALUATION

There are several things which need to be pointed out about the interviews which were done. One is that the sample is very biased due to the way the instructors were selected and Dr. Wickert's desire "to have this thing turn out all right." As pointed out in the methods section we had no control over the procedure and feel one must be very careful about any generalization drawn. Nonetheless there are certain trends which ran through the interviews which need to be pointed out.

Any quotes taken from the interviews will not be identified as to course since there is only one instructor from each (with mass media an exception-2) they would be easily identified which is something we want to avoid. The courses in which interviews were done were:

9th English
Home Economics
Industrial Arts
8th Social Studies
Anthropology
Beginning Art
Psychology
Mass Media (2)
Home and Family Living

Good and Bad Heroes
Sociology
Merchandising

There are 13 in all. The only course under study which did not have an interview done was Senior High U. S. History because no instructor would consent to be interviewed.

The first question asked was if they had seen the report of the Elementary Textbook Task Force which at the time had been completed for two months. In view of the recommendations in that report the answers were surprising. Not one respondent had actually seen a copy of the report or a summary. Of those who knew about it at all (9) they had read about it in the newspaper. The other 4 respondents had never heard of the Committee to Study Sex Discrimination in the Kalamazoo Schools or of the report.

This implies to us that the administration did not take the report too seriously and did not feel the need to have instructors at all levels obtain a copy or even a summary in memo form. This is very distressing in light of the kinds of findings and recommendations in that report which we believe would be useful to instructors at all levels of education. It is our belief that copies or summaries of all Task Force reports should be circulated to all personnel in The Kalamazoo Public School System. At best, this might generate some kind of positive reaction from the instructors, at least the knowledge about the study would be increased.

Another trend appeared in response to the question about the use of the textbooks. In 11 of the classes there was a given text and in 2 no texts. Out of the 11 courses with a given text 1 was followed very closely, 5 somewhat, 4 very little, 1 not at all. There were several reasons given for not following the text closely such as: too difficult, outdated, racist, inadequate, misleading. All respondents said they used supplemental materials and when asked for the criteria for choosing such materials and whether they were restricted in their choice the majority said money was their criteria, practically the only restriction. The question that arises is this: If the textbooks are generally found inadequate and the only problem with buying supplemental materials is money,

isn't the allocation of funds for materials somewhat misplaced. In view of the fact that 72.4% of the books evaluated for this study were rated fair or poor, it seems some changes should be made concerning the way in which material is selected and purchased. It is the suggestion of this task force that sexism be added as an evaluative tool for the textbook adoption procedure. If there are no books which are non-sexist then buy no books and put pressure on the publishers to devise non-sexist material.

In response to the question of whether some students got more out of the class than others, all answered yes, but that they could not categorize those who did. But in response to the question of whether the instructor could change the way a student comes to them, the general consensus was that the instructor could do very little. The implications of this statement are very broad. Any socialization which occurs in the school is done at a very early age. Adolescent values are pretty well established. This task force feels that such a response reinforces the recommendations made by the Elementary Task Force. When readjustment for sexism, is done, it must begin at the kindergarten level. Therefore, we wholeheartedly support the recommendations made by that task force.

In conclusion, we would like to make some general observations about several questions asked which we feel reveal the attitude of the teachers on sexism and sex role stereotyping. We feel that the instructors interviewed are, in general, aware of sexism in their teaching materials, but they are not yet at a level of awareness which we find satisfactory. Eight of the 13 teachers interviewed showed minimal awareness, 5 showed significant awareness. It must be remembered that these instructors were selected by the administration. Of the 13 teachers who were aware of sexism only 5 were actively counteracting sexism in their materials. Furthermore, several of the instructors verbalized a traditional view of male and female students while at the same time maintaining that they were unbiased in their teaching approach to males and females.

It is obvious that the administration does not make the teachers feel responsible for changing any sex bias in their own attitudes nor for construct-

ively handling sex bias in classroom materials. We can only repeat our previous recommendation that in-service training to raise the level of teacher awareness begin immediately in the area of sexism, whether it be conscious or unconscious sexism.

RECOMMENDATIONS FOR ACTION

The following are the recommendations that this task force has to make. They are listed according to the areas which are the most greatly affected.

CURRICULUM

1. It is recommended that women be treated as an integral part of history and be duly included in all history classes. If the text books fail to include the historical accomplishments of women then appropriate supplemental materials should be used.
2. It is recommended that a course dealing with the history of the women's movement--it's leaders and growth--be added to the curriculum.
3. It is recommended that the English Department set up their courses so that more material is included which is written by women and material in which women are the central characters.
4. It is recommended that home economics and industrial arts be made available to all students. It is also suggested these classes be made coed, with the same course being used for both boys and girls rather than devising special home economics classes for boys and special industrial arts and mechanics classes for girls.

ADMINISTRATION

1. It is recommended that the school system develop an in-service training program to make teachers and administrators aware of the many forms sex discrimination can take. This training should include discussions on how to recognize sexism in written material as well as in personal actions. It should also include positive ideas on how to eliminate sexism from the schools.
2. It is recommended that lists of materials pertaining to women and written by women be made available to all instructors so that they might easily know what supplemental material is at their disposal.
3. It is recommended that copies or summaries of all Task Force reports should be circulated to all personnel in the Kalamazoo Public School system.
4. It is recommended that sexism be added as an evaluative tool for the textbook adoption procedure.
5. It is recommended that no books deemed sexist by a textbook evaluative committee be purchased and that pressure be applied to publishers to devise non-sexist materials.

TEACHERS

1. It is recommended that each department hold informal sessions to deal with the problem of sexism within their specific areas of study.

APPENDIX A
Committee to Study Sex Discrimination in the Kalamazoo Public Schools

EVALUATION SHEET FOR SECONDARY TEXTBOOKS

- I. Basic Information
- Reviewed by _____
- Title _____ Copyright date _____
- Author _____ Publisher _____
- Series _____
- Where used, School _____ Class _____ Grade _____
- How often is it used? _____
- Total Number of pages _____ Size of page _____

II Quantitative Information

A. For all books:

- Number of pages referring to women _____
- Cite page numbers _____
- Column inches or number of sentences referring to women _____
- Total photographs featuring women _____
- Total photographs featuring men _____
- Cite page numbers _____
- What are women doing in these pictures? _____

B. For history and social studies texts, particularly

- Name of the women featured _____
- Cite topics relating specifically to women that are covered _____
- _____

III Qualitative Information

Acceptable references to women

Please feel free to add any information. Use the back for further evaluation.

Quotations with page numbers

Unacceptable references to women, such as statements or innuendos demeaning women _____

Quotations, with page numbers

List notable omissions of prominent women _____

List any significant subjects which have been omitted, such as, in history books, child labor, women's suffrage, or family life _____

How would you improve a textbook for this class?

Have you seen other textbooks on this subject which you could recommend as non-sexist?

Write a critique of book-rating it as follows: i.e., Non sexist

very good
good
fair
poor

APPENDIX B-continued

	VERY GOOD	GOOD	FAIR	POOR
The Black Hero			x	
Personal Adjustment, Marriage and Family Living				x
Psychology				x
Dibs in Search of Self		x		
Learning Reinforcement Theory		x		
Why Am I Afraid to Tell You Who I Am?			x	
Law and the Consumer		x		
Society Today				x
The Ways of Man-An Introduction to Many Cultures		x		
TOTAL 35	0	10	10	15
		28.6%	28.6%	42.8%

APPENDIX C
INTERVIEW SHEET FOR SELECTED SUBJECTS TASK FORCE-SECONDARY LEVEL

Introduce yourself by name, and as a member of the Sex Discrimination Study for the Kalamazoo Public Schools.

We are studying possible sex bias in randomly selected subjects at the Junior and Senior High School levels. Only factual data and examples of responses to our questions will be used in the final report on the study. No names will be included, so we hope your answers will be honest and candid, and that you will rest assured that your anonymity will be protected. We are approaching this subject by examining textbooks, sitting in on classes, talking with teachers, and hopefully talking with students.

1. Have you perhaps seen the similar study already completed by this Task Force at the elementary level? Yes___ No___ If yes, do you have any reactions to it that you would like to share with us?
2. How many other sections of this same class do you teach?
3. What is the approximate sex ratio of the one I observed?
4. How does that compare with the other sections of the same class?
5. What do you see as the purpose of this course?
6. The given text for this course is _____
7. How closely do you follow it? Very closely___Somewhat___Very Little___
8. If closely, why?
9. If not closely, why not?
Too difficult ___
Too easy ___
Not adequate coverage ___
Leaves out ___
Other ___
10. Do you use supplemental materials? If so, what? _____
11. How do you choose these supplemental materials? What are your criteria?___
12. If you could add any material of your own choosing, what would it be?
13. Are there things you leave out simply because there is not enough time to cover them? If so, what?
14. How much freedom do you have in choosing materials? Great deal of freedom
(circle one) Some freedom
Enough freedom
Not enough freedom
Very little freedom
15. If your freedom is restricted, by whom or what is it restricted?(circle one)
Board of Education Department Head
Superintendent Educational Specialist
Principal Parents
Others _____

• APPENDIX C (cond)

16. Are most of your students college-bound, or do they intend to seek employment after finishing high school (circle one)
 Most college bound
 Most employment bound
 Not sure
 Can't tell
 Doesn't matter in this course
 Other _____
17. How do you feel your course is relevant to a student's occupational or educational aspirations? Explain
18. Do you feel there are some students that get more out of your class than others? Who? Which group or category? Why?
19. Is there anything you can do about this, or is it a matter that is out of your hands?
20. Do you feel your course reflects some of the current changes taking place in society? Yes ___ No ___ Explain
21. Do you feel you have a rapport with students? Do they bring questions of their own which, though related to this course, are not really part of their lesson plans? Yes ___ No ___ Explain
22. Can you answer their questions or deal with the difficulties they represent? Yes ___ No ___ Explain
23. Do students ask questions prompted by current events? Yes ___ No ___ Explain
24. Do you bring current events into your course at any point? Women's Issues? Yes ___ No ___ Explain
25. Do you have different expectations for the male and female students in your class? Yes ___ No ___ Explain
26. What do you feel boys get out of this class?
27. What do you feel girls get out of this class?
28. Do you feel your course is relevant to today's society? Why or Why Not? Explain
29. Do you feel you have a personal sex bias, one way or the other? Yes ___ No ___
 For _____ Against _____ Explain
30. What does the interviewer feel is the attitude of the teacher toward being interviewed? (Co-operative, hesitant, condescending, reserved, pleasant, obliging, arrogant, or uncooperative, for example _____ or others)

APPENDIX D

OCCUPATION DEPICTED IN SPELLING BOOKS

MALE	FEMALE
sanitary engineer	baby sitter
judge	cook
lawyer	cheerleader
explorer	duchess
president of United States	banjo player
baseball player	teacher
senator	
buggy driver	
UN Representative	
doctor	
scientist	
instructor	
doorman	
professor	
hunter	
astronaut	
clown	
student government spokesperson	
basketball player	
magician	
detective	
crook	
mechanic	
cowboy sheriff	
giant	
warriors	
Indian Chief	
guitar player	
banjo player	
conductor	
drummer	
truck driver	
chauffer	
baker	
soldier	

APPENDIX E

TEXTBOOKS, PAPERBACKS AND PAMPHLETS EVALUATED

Rise of the American Nation, Vol. 1, Todd, Curti, publisher Harcourt, Brace & World, 1968

Promise of America, Cuban, Roden, publisher Scott, Foresman & Company, 1971
Breaking and Building, The Starting Line, Struggling for a Dream

The Black Hero, ed Murray and Thomas, publisher Scholastic Book Services, 1970

Johnny Got His Gun, Dalton Trumbo, novel

Beowulf, A New Telling, Robert Nye, publisher Scholastic Magazines, Inc., Dayton, Ohio 1969

Jesus Christ, Superstar, Andrew Webber and Tim Rice, October, 1970

Man: A Course of Study, Peter B. Dow (course director), publisher Curriculum Development Associates, Ind., Washington, D.C., 1971

Personal Adjustment, Marriage and Family Living, Judson T. Landis and Mary G. Landis, Prentice-Hall, 1970

Coping with the Mass Media, ed. Joseph Littell, McDougall, Littell & Co., 1972

Media and Communication, William Thomsen, Publisher Harcourt, Brace & World, 1972

DIBS In Search of Self, Virginia M. Ayline, Ballentine Books, 1964

Psychology, Frank Cox, William C. Brown Co., 1970

A Primer of Freudian Psychology, Calvin S. Hall, Ed., New American Library

Learning Reinforcement Theory, Fred S. Keller, Random House, 1969

Why Am I Afraid to Tell You Who I Am?, John Powell, Argus Communication Co., 1969

Society Today, publisher Communications Research Machines, Inc., 1972

Rise of the American Nation, Vol 2, Todd, Curti, publisher Harcourt, Brace & World, 1968

Fundamentals of Selling, Wingate & Nolan, Southwestern Publishing Co., 1969

Basic Goals in Spelling, Kottmeyer & Claus, McGraw Hill, 1972

The Bridge of San Luis Rey, Thornton Wilder, Washington Square Press, Inc.

Lore of Our Land, Lee & Roberson, Harper & Row, 1963

New Worlds of Reading, Oliver, Willis & Willis, Harcourt, Brace & World, 1969

Counterpoint in Literature, Pooley, Daniel, Farrell, Grumon, Niles-Scott, Foresman, 1967

Appendix E (con'd)

Spell Correctly, Silver Burdett Company, 1971

Exploration Through Reading, Ed. Gunn, Devine, Statiger, Russell, Ginn & Co.,
1967

English for Meaning, McKee, Prestwood, Watson, Floyd, Houghton, Mifflin, 1967

Law and the Consumer, publisher Houghton Mifflin, Inc., 1969

Poverty and Welfare, Robert H. Ratcliffe, ed., publisher Houghton Mifflin,
Inc., 1969

Story of the American Nation, Casner, Gabriel, Biller, Hartley, Publisher
Harcourt, Brace & World, Inc., 1962 with a 1964 supplement

Building Citizenship, James McCrocklin, publisher Allyn & Bacon, Inc., 1965

Black in America, Robert C. Hayden, publisher Xerox, 1969

Negro Views of America, Donald Oliver, Fred Newmann, publisher Xerox, 1967

The Afro-American in United States History, Loshin, Dasilva, Sandifer,
Finkelstein, publisher Globe Book Co., 1969

Selected Case Studies in American History, Vol. 1, William Gardner, Robert
Berry, publisher Allyn & Bacon, Inc., 1969

Summary

It was the duty of this Task Force to examine selected courses of study at the secondary level. We selected 13 courses:

Junior High

Beginning Art
Anthropology
English
Homemaking
Industrial Arts
U. S. History

Senior High

Psychology
Sociology
Home and Family Living
Merchandising
U. S. History
Good and Bad Heros
Mass Media

For our evaluation we reviewed much of the written material for each course and interviewed an instructor for all courses but one. Our findings indicate that in history books women are almost invisible. In other course material women are given very stereotyped images. They are seen as passive watchers of a society created and controlled by men.

In view of our findings the Task Force would like to recommend the following:

CURRICULUM

- 1 It is recommended that women be treated as an integral part of history and be duly included in all history classes. If the text books fail to include the historical accomplishments of women then appropriate supplemental materials should be used.
- 2 It is recommended that a course dealing with the history of the women's movement--it's leaders and growth--be added to the curriculum.
- 3 It is recommended that the English Department set up their courses so that more material is included which is written by women and material in which women are the central characters.
- 4 It is recommended that home economics and industrial arts be made available to all students. It is also suggested these classes be made coed, with the same course being used for both boys and girls rather than devising special home economics classes for boys and special industrial arts and mechanics classes for girls.

ADMINISTRATION

- 1 It is recommended that the school system develop an in-service training program to make teachers and administrators aware of the many forms sex discrimination can take. This training should include discussions on how to recognize sexism in written material as well as in personal actions. It should also include positive ideas on how to eliminate sexism from the schools.

ADMINISTRATION (con'd)

2. It is recommended that lists of materials pertaining to women and written by women be made available to all instructors so they might easily know what supplemental material is at their disposal.
3. It is recommended that copies or summaries of all Task Force reports should be circulated to all personnel in the Kalamazoo Public Schools system.
4. It is recommended that sexism be added as an evaluative tool for the textbook adoption procedure.
5. It is recommended that no books deemed sexist by a textbook evaluative committee be purchased and that pressure be applied to publishers to devise non-sexist materials.

TEACHERS

1. It is recommended that each department hold informal sessions to deal with the problem of sexism within their specific areas of study.

REPORT OF THE "STUDENT ORIENTED" TASK FORCE

TASK FORCE MEMBERS:

Bridget Stover, Leader
Cynthia Addison
Linda Brown
Barbara Doolittle
Thomas Nink
Ann Perry
Christine Richardson
Edith Seller
Kathy Szmuszkovicz

COMMITTEE TO STUDY SEX DISCRIMINATION
IN THE KALAMAZOO PUBLIC SCHOOLS
Jo Jacobs, Chairman

June 7, 1973
Kalamazoo, Michigan

THE STUDENT ORIENTED TASK FORCE REPORT

The "Student Oriented" Task Force has attempted to consider all things affecting students that are non-athletic and non-academic as being within its area of study. Since we felt our Task Force's charge was of an exploratory nature, no attempt was made to try to reach a large proportion or a scientific sampling of all people or activities concerned and, as a result, most of our information is anecdotal. However, we have tried to have contact with administrators, teachers, students and parents at the grade school, junior high and senior high school levels.

The Task Force members were constantly frustrated throughout the study because what little awareness there was of sex discrimination focused on athletics, personnel and course work, not in the areas we were to examine. So while a great deal of energy was expended we didn't always feel we were getting much information pertinent to our study. Before presenting the work that the committee did it seems appropriate to present some general impressions we had throughout our contact with the schools and individuals.

During the first part of our study we had complete and seemingly willing cooperation from our committee liaison and all school staff members. Dr. Hagen's letter to staff members opened all doors for us and we got immediate action and/or information on any request we made. During the second part of the study and with a change in administration and liaison we have not had the same high quality of cooperation. We were refused admittance to a school, information requested was a long time in coming and tasks assumed by the school were not performed at all or as outlined. This semi-cooperation made our task more difficult and raised the question in our mind as to whether this present school administration and/or liaison were truly committed to the task of examining sex discrimination in the schools. If this was the case it raises concern as to whether or not this same administration will act to further study sex discrimination (if necessary) in depth in the schools and then move to eliminate such discrimination where it exists.

The Task Force members were also struck by the lack of awareness by the people we contacted as to the problem and possibility of sex discrimination in the schools. Many of the people - parents, teachers, students, principals - hadn't thought about it at all or in areas other than athletics and personnel.

As a result in many of our contacts we had to begin to educate people as to what sex discrimination might be and what forms it might take. In order to help them focus in on the topic we usually asked them if they were aware of any activity or programs, etc. where there were all boys or all girls or was there anything that boys could do and not girls and vice versa. This seemed non-threatening to people and helped them to think of possible situations of discrimination. While many of the people we talked with weren't able to think of any discriminatory situations or activities, we felt that they had at least been sensitized to a small degree. If they did in the future see something going on only for boys or only for girls they might evaluate the situation more closely for possible sex discrimination. We felt this was a valuable side effect of the study.

SCHOOLS AS REFLECTORS OF SOCIETAL ATTITUDES

While it is probably obvious to all, we feel it should be pointed out how the schools reflected the wider societal traditional attitude about sex discrimination, women liberation, the appropriate role of boys and girls, etc. As mentioned above many people were unaware of and/or unconcerned about the possibility of sex discrimination and had never given the problem serious consideration. Such is the case in society at large. At one meeting we held at

the administration building several men stuck their heads in the room, interrupted, made general jeering, ridiculing remarks about the committee, its task, its members, etc. Such ridicule of and about women and their concern re: sex discrimination is also very common in society. In discussions with teachers and administrators, a general picture of girls being passive, rope jumping, gossiping, silly, more academically skilled and boys being active, brave punishment accepters who can be spanked but who don't pick up basic skills as rapidly was often presented. These representations are the traditional societal views of boys and girls. The schools and the people involved in the schools reflected these views, acted in terms of them and as a result, reinforced and further imposed these traditional behavior models on the students.

While society gives lip service to the fact that both parents are responsible for the care of children and are concerned about their education, it was our impression that the mothers showed more concern about their children's school experience, were more involved in school activities and were looked to by the schools, for greater participation in the schools. The schools expected mothers to be "home room mothers", bring treats, transport children, come to school for routine illnesses and discipline problems, help with bazaars, lower level PTA tasks, etc. but fathers were looked to for construction projects, handling severe health problems and serious discipline problems and high level prestigious PTA positions. Usually when they did so, some thanks was given. However, fathers' help seemed to be considered extra special and effusive thanks were given for their usually limited involvement. In summary, it seemed that the traditional societal pattern of women doing most of the time consuming "chore" type jobs for men being called in to do the hard, "serious" or high status jobs and then getting the lion's share of the thank-yous was reflected in the school's view of expected parental participation in the schools and was in fact how most parents were involved in the schools.

It is now time to move from the general impressions of our experiences and the impression of the reflection of societal beliefs and attitudes in the schools to a consideration of the specific areas our task force explored.

ANALYSIS OF SCHOOL POLICY

The "Administrative Procedure Bulletins" and the "Board Policy Bulletins" were examined to see if they contained any policies and procedures dealing with non-academic, non-athletic student-related activities which were discriminatory in terms of sex.

The following were the "Board Policy Bulletins" which were examined:

- a. No 34 - Student Publications June 16, 1969, Reissued August 11, 1969
- b. No 35 - Involvement of Students in After-School Educational Activities June 13, 1970
- c. No 38 - Overt Discriminatory Behavior - Jan 4, 1971
- d. No 44 - School Endorsement of Student Participation in Activities such as Sponsored and Initiated by Non-School Organizations- November 15, 1971

We were very concerned with Policy Bulletin No. 38. Nowhere in the statement was sex mentioned as an area covered by the overt discriminatory behavior statement. We feel that sex must be included in this statement and that the statement should be revised so it reads as follows:

BOARD POLICY BULLETIN NO. 38

Discrimination may be viewed as any action or institutional structure which subordinates a person or group because of race, religion, ethnic

background or sex. The best definition of discriminatory behavior is an operational one. This means that it must be based upon the way people actually behave.

Overt discrimination is a detriment to the educational and social growth of the students in our school system. Behavior of individual staff members toward students and assignment of students to classes by counselors based on race, religion, ethnic background or sex is totally unacceptable in accordance with the philosophy of the Kalamazoo Public Schools.

Overt Discrimination, when proven, shall be considered grounds for dismissal. Examples of overt discrimination shall include, but not be limited to, the following:

1. Dealing with behavioral problems of students on the basis of the student's race, religion, ethnic background or sex.
2. Marking students for individual assignments or for a semester's work on the basis of religion, ethnic background or sex.
3. Exclusion of students from classroom and extra-curricular activities on the basis of religion, ethnic background or sex.
4. Assigning of students to class by counselors on the basis of race, religion, ethnic background or sex.
5. Refusing to confer or talk with students because of race, religion, ethnic background or sex.
6. Calling students derogatory names or referring to them by derogatory names such as: nigger, boy, wetback, greaser, honkie, broad or chick.
7. Failing to introduce comparative cultures pertaining to blacks, Mexicans, and American Indians; all religions and nationalities when called for by the curriculum; accurate view of the contribution of women in all cultures (underlining our additions)

We feel that when the revised statement is adopted and when it is implemented great strides can be made to insure the full and equal participation of women in all areas of school programs.

The following "Administrative Procedures Bulletins" were examined:

- a. No 7 - Participating in Activities Sponsored by Recreation Department dated February 16, 1959.
- b. No 11 - Student Publications - June 30, 1971 (revised)
- c. No 23 - Use of School Swimming Pools - Nov 30, 1972, revised April 20, '67
- d. No 49 - Re-enrollment of Junior and Senior High School Students, Sept 1970
- e. No 56 - Procedure Regarding Overt Discriminatory Behavior, May 25, 1971
- f. No 57 - Approval of Student Participation in Programs and Activities such as Contests, Recognitions, Competitions, and Performances initiated by Non-School Organizations, October 25, 1971

Two of the above procedure statements gave cause for concern. In No. 57, regarding student participation in non-school initiated programs and activities, one of nine guidelines for whether approval for participation would be granted is whether or not the "program is open to all students, regardless of race or creed." It seemed to the Committee that sex should also be added so that the question reads: "Is the program open to all students, regardless of race, creed or sex?" We also

feel that this amended revision should be a requirement, not a guideline consideration for school endorsement of non-school initiated programs and activities.

We are also concerned with No. 56 as it stands now. The procedures outlined in No. 56 are fine as steps to express grievances re discriminatory behavior. Our concern is that as it is now, it relates only to overt discriminatory behavior based on sex. The procedures outlined in #56 do not allow redress of grievances of a sex discriminatory nature. We feel it must do so. The revised statement coupled with the grievance procedure outlined in "Administrative Procedures" Bulletin #56 will give women an adequate procedure for taking action when they are subjected to discriminating action based on their sex, as well as race, religion and ethnic origin.

DISCIPLINE

An analysis of the "Standards for Discipline" as adopted by the Kalamazoo Board of Education on February 1, 1971 was also made. In general, the statement makes no references concerning sex and as it stands, all provisions outlined would apply to both men and women students. This is as it should be. However, there are several additions which we feel are necessary.

First, in outlining responsibilities for discipline for students, parents, counselors, teachers, principals, the superintendent and the Board of Education, the general statement is made that each of the groups listed above "must work within himself (and related persons) to admit and eliminate prejudice of race, creed and social class". We feel that sex must also be added so that all persons involved are responsible to admit and eliminate prejudice based on sex as well as race, creed and social class. (The feminine pronoun might also be added here to further illustrate the point.

Secondly, in many areas reference is made to calling the parent or guardian when there is a disciplinary problem. As was mentioned earlier there are differences in the application of this procedure. When there are two parents in the home either or both parents should be contacted without regard to the seriousness of the problem. Either the mother or the father can handle trivial or serious problems and should be expected to do so.

Thirdly, there did seem to be some instances of discriminatory use of corporal punishment as brought out in our discussions with elementary school principals. Female principals felt they could and would "spank" both boys and girls but men principals felt they could only "spank" boys. This seemed especially true when there was a difference in the race of the principal and the female child.

This later situation seemed to invoke the threat of general societal concern or outrage of a sexist and/or racist nature. It would seem that if corporal punishment is being considered that it should be applied within the general guidelines suggested in the discipline policy and that sex and race should not be considerations either in the application of force or in judging situations where force has been used.

Two further tasks were carried out within the general area of discipline. An analysis was done for disciplinary problems and action taken on those problems to see if there was a difference between boys and girls and the action taken for problems relating to boys and girls. This was done in one early elementary school. The disciplinary problems were placed in two categories -- rowdy behavior (snow¹⁹⁶⁶ ball throwing, yelling, etc.) and interpersonal conflict (fighting, pushing, name calling, etc.). There appears to be no discrimination based on sex as to the numbers of students "called to account" for either of these two problem areas. The two general categories of disciplinary action were talking to offenders and taking some further action (calling parents, spanking, etc.) and there appeared to be no

differences on action taken for boys or girls. This was as it should be and the task force felt that this type of analysis should be carried out by all the elementary schools to insure that both boys and girls are equally held accountable for unacceptable behavior and to insure that all disciplinary problems are handled equally and fairly.

An attempt to analyze disciplinary problems and action for the Junior High and Senior High School was also made. Since there didn't seem to be any one person at each school who had information as to the number and type of disciplinary problems and the action taken on these referrals in the schools we were forced to use the figures on suspension for the schools. Since suspension is one of the last measures taken, and these are the only figures available, we were unable to ascertain whether or not referral for disciplinary action of a more routine nature was made for the same offense without reference to sex and whether the actions taken were equally applied for men and women students. We feel that the schools should collect such information and that one person should have such data and should analyze it to insure that there is no sex discrimination in referrals and in action taken on such referrals.

The following is a list of approximate percentages of male and female students suspended from Junior and Senior High Schools for the listed offences from September 1972-March 1973.

Offense	Percentage of those Suspended	
	Male	Female
Fighting	70%	30%
Threats to harm	65%	35%
Defiance	65%	35%
Breaking Rules	60%	40%
Profanity	75%	25%
Degrading words	85%	15%
Smoking	61%	39%
Truancy	61%	39%
Extortion	100%	0%
Assault & Battery	73%	27%
Liquor and Drugs	92%	8%
Destruction of Property	86%	14%
Possession of Weapon	87%	13%
Arson	100%	0%
Theft	78%	22%
Other	91%	9%
Total	64%	36%

These figures would indicate that for all categories a much greater percentage of male students are being suspended than female students. School figures show that the split between male and female students for Junior and Senior Higs combined is 50% females and 50% males. The Committee felt that there might be variations within schools so percentages of male and female students suspended from each school were also tallied. The following shows the percentage of male and female students suspended from each of the Junior and Senior High Schools:

School	85	Of Total Number Suspended	
		Male	Female
Central		71%	29%

(Con'd)

Percentage of male and female students suspended from each of the Junior and Senior High Schools: (continued)

	Of Total Number Suspended	
	Male	Female
Norrix	57%	43%
Hillside	59%	41%
Milwood	58%	42%
Northeastern	68%	32%
Oakwood	77%	23%
South	69%	31%
TOTAL	64%	36%

Again, male students are suspended in a greater proportion than female students in all schools and there does appear to be a difference among the schools. A much greater proportion of men are suspended at Central than at Norrix and the Committee felt that an analysis should be done at Central to see if males are being discriminated against in the application of suspension procedures. Such an analysis is also suggested for Oakwood, South and Northeastern. The Committee recommends that the school system collect and analyze data re the referral for suspension to see that these referrals are made without consideration of sex and to make sure that male students aren't being unfairly treated in this area of school action and in conflict with stated school policy.

In concluding the work of the Committee in the area of discipline it seems pertinent to note that in a survey of students (to be elaborated on later) 24% of the females surveyed in the high schools felt that there was discrimination by sex in the area of discipline and 30% of the males surveyed felt there was such discrimination. It seems that there may indeed be a basis in fact for such a feeling.

GENERAL SCHOOL CONTACT

During the course of our study we felt it would be appropriate to visit several schools to try to get a "feel" for the schools and to see if in those limited contacts we saw or were told of any sex discrimination. This was done by walking around in the schools, observing classes in session, talking with principals as tone setters for schools and by reading publications of the schools. We attempted to do all these for elementary, junior and senior high schools. Because of a lack of people power and time, not nearly as much observing as would be necessary and desirable for an accurate and comprehensive picture was carried out. However, we will present what our impressions were.

First, because concerns were expressed to us about separation of the sexes in activities in kindergarten and because this is the first experience children have in the public schools and as such, may set the tone for the whole school experience, we focused on kindergartens. (It should be noted here that when a male committee member attempted to set up a time to visit one kindergarten class he was, by lack of action on the schools' part in essence, not given permission to do so. This was the only negative school building contact our committee had). In summarizing the observations and discussions concerning kindergartens, it seems that efforts are made to mix the sexes and possibly the fact that effort must be made indicates that there is already separation of the sexes and their "appropriate" activities by the time children enter the schools or in their early exposure to the school. The school may have to recognize this and thus fulfill the double responsibility of eliminating preconceived notions and consequent closed options and to make sure they don't perpetuate these preconceived roles. There was some indication that activities were separated into areas of dolls, doll cribs, toy appliances, dress-up clothes and areas of tractors, blocks, trucks and balls.

Where there was this clear separation, there tended to be separation of sexes with girls in the area with dolls, etc. and boys in the area with trucks, balls, etc. In some cases it seemed boys would take part in some of the traditionally female toy areas but didn't want the girls to play in the traditionally male toy areas. The Committee feels that if there are any separation in toy areas it should be based on other criteria than traditional female-male activities. Possibly the areas should be quiet play areas, active toy areas, manipulative toy areas, etc. and a blend of traditional boy-traditional girl toys should be within each area and efforts should be made to see that both boys and girls play in all areas.

Playground activities were also examined and it seemed that there was much segregation of the sexes on the playground. Some activities were exclusively male (softball, kick ball, toss) in some cases and some were exclusively female (jump rope). Some activities were mixed (field soccer, dancing, tree climbers) and the Committee feels these should be stressed and other joint participation inducing activities should be developed and encouraged on playgrounds. One situation was related where the boys used to play the girls in softball but the games were stopped because the girls always beat the boys. While this was related as a humorous story it seemed to the Committee to raise many very serious considerations and should be considered in terms of the message this gave to the little girls involved. In summary then it seems that in early school classrooms and play situations there is some separation of the sexes and that this separation is in some ways encouraged by the physical set-up and activities pursued. The Committee feels that the schools should carry out an analysis of the physical set-up of classrooms to see whether or not there is equal access to and use of all materials and classroom areas. If this is not the case, then immediate steps should be taken to remedy the situations. The schools should also make sure that activities that insure and encourage equal participation of boys and girls are encouraged within classes and on the playground. A step in this direction might be made by eliminating sex-segregated lines to and from the playground when they exist.

In our tour through other level schools and in our observations of classes in session, with the exception of the material mentioned in the preceding paragraphs, we saw no evidence of activities or class participation segregated by sex.

The Committee also reviewed a small selection of periodicals that are published by individual schools such as newsletters, year books, school newspapers and bulletins to get the tone of the schools and to see whether or not we found any overt discrimination in periodicals. We got our sample from periodicals belonging to committee members and from some of those sent to our liaison in the administration building by the schools. None of the articles we reviewed seemed sexist and there seemed to be fairly equal coverage of both males and females in the articles reviewed. This is one of the areas however, where we found differing levels of expectations for parents of either sex and where minimum thanks seemed to be given to mothers who exerted great effort in school activities. It is hoped by the Committee that school personnel involved in producing or helping students to produce school bulletins and other periodicals will be alert to the problem of sex discrimination and will make sure that men and women students and faculty are treated equally in the number and content of articles covered in school periodicals. We also recommend that each school do a thorough content analysis of all its publications on a regular basis (yearly) to see that there is equal treatment of the sexes in the publications.

As a further way to get the "tone" of the schools the task force members interviewed seven principals, 3 at grade school level and two at the other two levels. These were held because we felt principals set the "tone" for building and we wanted to get some idea of their impressions about the behavior difference between boys and girls, sex discrimination in their school or within the system, disciplining and a variety of other topics. We also used these interviews to tell them

about the study, to get their approval to contact students and teachers within their schools and to get any ideas about possible areas to cover. All the principals interviewed were very cooperative and very open in their comments. All were very agreeable to our contacting other people within their schools. It seemed that most had never given much consideration to the possibility of sex discrimination within their schools. One principal felt there probably was sex discrimination in his school but felt that it was a result of the traditional patterns of behavior and behavioral expectations and not determined by rules, laws, etc. No action was being taken to combat sex discrimination in that school.

When specific activities within the schools, such as seating in class, cafeteria or assemblies, club membership, behavioral expectations for boys and girls etc. were discussed, most of the answers seemed to show that the principals were not aware of discrimination within these areas. Several of the principals felt that the concern should be and was about racial discrimination and not sex discrimination. Some principals were unaware of and/or unconcerned about the problem of sex discrimination, some were aware of but not taking action concerning instances of sex discrimination; and some felt it was of secondary (or no) importance. The Committee feels that efforts should be made to familiarize principals with the problem of sex discrimination, the subtle and not so subtle way it is manifested and the seriousness of the problem and then to help principals examine every aspect of student life at school and to eliminate those policies or procedures or activities however large or small which are sexist in nature.

TEACHERS

The committee members also met with teachers, singly and in groups, to find out if they were aware of sex discrimination. We attempted to focus on teachers that were aware of or involved in extra curricular activities (band, speech, drama, cheerleading, interest clubs) since this was our primary area of concern. It was in these discussions where the committee felt much frustration. The teachers interviewed felt there was much discrimination based on sex but most of the information they gave concerned athletics and personnel and not areas of our study and will not be presented here. One teacher mentioned that several women complained because there is a father's night celebration during or after football season but nothing for mothers. They were especially irritated as they felt they had had to do most of the work for the child involved in football and the fathers were getting the thanks. The Committee felt that if there are parent thank-you nights for football or any other activity that both parents should be invited and thanked for their extra efforts which allowed their child to participate in outside activities. Some of the teachers interviewed felt that there was differential treatment among activities (cheerleading gets more money than debate) and differential treatment of activities between schools (debate for Central and debate for Norrix) but they didn't have concrete examples of discrimination based on sex within activities except in the area of drama and debate. Several concerns were mentioned within these fields. First there was the expressed feeling that there is inherent discrimination against women in many plays in content and roles and authorship and that because of this schools would have difficulty in finding and producing a play which wasn't in some way discriminatory against women. The concern was also expressed by one coach that in debate girls usually had to be twice as good as boys to be judged competent. It was felt that this was due to the fact that most judges are men who tended to favor boys in this area.

While most teachers felt there were some sexist teachers and school policies they were not able to give any concrete examples. We felt this was probably due to lack of examination and awareness of the types of discriminatory activities that can go on, since as noted before, most, if not all, attention was focused on athletics and personnel matters and not on the outside activities and less obvious matters we were focusing on. The Committee feels that much work needs to be done to familiarize teachers with the problem of sex discrimination and the ways it is

manifested and then to engage the teachers in an evaluation of their own discriminating remarks, rules, etc. and to help them eliminate and change any discriminatory practices they engaged in themselves and that they see others engage in. More specifically, as to the concerns re: drama and debate, the Committee felt that debate judging should be done in an impartial manner and that there should be equal representation of the sexes in the judges selected. We also felt that all teachers involved in presenting plays, at whatever level in school or of sophistication, should be encouraged to make sure that no plays of a sexist nature (in terms of content or role distribution) be presented.

PARENTS

The Committee felt that it should have some contact with parents to see if they were aware of any sex discrimination in extra-curricular activities and other related matters. We had some discussions with parents and we also attempted to survey parental opinion through a questionnaire.

First, most of the parents we interviewed were mothers who were involved in the women's movement and thus were very aware of the problem of sex discrimination and the subtle forms it can take. Again, most of the areas where they felt there was unfair treatment was in the areas of athletics. In addition, there were concerns expressed regarding the separation by sex in lining up in the early grades and the feeling that this made children feel that the sexes should be separated. Concerns were expressed about the separation by sex in activities in class and on the playground and the feeling that this wasn't good. Some concern was expressed concerning a class play presented in the early elementary grades in which girls were presented as stupid, helpless and passive and that boys were presented as the smart ones who were able to plan and solve problems. This was felt to be inappropriate subject matter and to have a detrimental effect on girls and their view of themselves. Concerns were also expressed that many teachers seemed to have traditional views of the appropriate behavior for boys and girls and applied negative sanctions on boys and girls whose behavior differed from their views. Much of the material and activities presented by these teachers seemed to be geared to their views of the appropriate roles for boys and girls and resulted in a furthering of their views and an imposition of these behavioral standards on the children. Parents who had different views felt that it was not fair or appropriate to impose these possibly sexist standards on their children. The Committee concurred with this feeling.

In an attempt to reach more parents a questionnaire was designed to send to parents to see if their children were involved in extra-curricular activities; if they weren't, why not; and, to see if they felt there was discrimination between the sexes in a variety of situations. There were a number of problems with the questionnaire. First of all, we worded the last question in such a way that we were unable to tell which sex the parents felt were discriminated against in a variety of situations. However, the responses do show concerns re discrimination one way or the other in general areas and we feel that this is useful in helping the schools examine the problem of sex discrimination. Secondly, there was much confusion about the distribution of the questionnaire. The school administration assumed responsibility for reproducing the questionnaire, selecting a random selection of parents of Junior and Senior High School Students, and sending the questionnaires out to the parents. Originally we were advised the questionnaires were sent to 200 parents in November and that they would be filled out during parent-teacher conferences in April. We finally received 49 responses from the November mailing (which supposedly was not done) and received none from the parent-teacher conferences although we were advised by some parents they had filled questionnaires out. We have no idea what cover letter was sent with the questionnaires and no information from the schools as to how the sample was selected. However, we would like to present some of the responses as possible examples of how parents felt.

Nine percent of the 49 parents have children who take part in extra-curricular activities. Of the 49 parents that responded, not one parent felt sex kept their children from taking part in extra-curricular activities whereas 47% felt that other factors (transportation, money, lack of time, job interference, lack of interest in existing activities, lack of skills) kept their children from participating in extra-curricular activities. 24% of the respondents felt that "men or women students have unfair advantages in (their) children's schools in one or more of the following areas:

<u>AREAS OF UNFAIR ADVANTAGE</u>	<u>% OF RESPONDENTS WHO THOUGHT ONE SEX HAD AN UNFAIR ADVANTAGE</u>	<u>% OF ALL RESPONDENTS</u>
Grading	16%	4%
Activities	25%	6%
Rules	50%	15%
Discipline	50%	15%
Special Privileges	8%	2%

As was mentioned the question was poorly worded so that we don't know which sex supposedly has an unfair advantage in which area. We did get the following comments added to the question:

- "Girls have advantage in discipline"
- "Dress Code more strict on boys"
- "Boys have more sports activities than girls"

The Committee felt that the returns we received were thought-provoking and showed several areas for further examination despite the problems mentioned earlier. In summary it seemed that no parent felt sex kept their children from participation in extra-curricular activities but one-fourth of the parents felt there was sex discrimination in other areas of school life.

STUDENTS

Since our task force was "student oriented" we also explored a variety of topics with a variety of groups of students to get their ideas on sex discrimination in the schools. One of the student members felt it would be interesting to ask students their opinions as to whether they would rather be a boy or a girl and if so, why. We thought some of their responses might show areas of preferential treatment and possible sex discrimination. This was done in a grade school class and a Junior High class. Nothing of value for our purposes was reported in the grade school class and the only possible significant points from the Junior High students were that no boys wanted to be girls and of the few girls that wanted to be boys, most wanted to be boys so they could take part in sports.

Two task force members went to a class at the Senior High School level to discuss sex discrimination. Only one student in this class was aware of overt discrimination in the schools. The rest never thought about it or were unconcerned.

We also had a number of discussions with small groups of students, all women, to get their ideas. Many concerns regarding sex discriminating practices were raised by these women students. The heightened awareness seemed to result from the knowledge of the women's movement and from being the target of discriminatory behavior. Almost all of these students felt that they were ridiculed by teachers and peers because of their knowledge, discussion and action in areas pertaining to sexism. This ridicule took place in both the Junior and Senior High levels. While this was the major concern, in addition these students related some of the following instances of sexist remarks or practice:

- a. "Male teachers, especially, often make comments implying that the superiority of men and the dumbness (although 'cute') of women.

Teachers seem very careful not to do this racially (implying white superiority) but, with women, either they don't realize what they are doing, or they think they are funny."

- b. A teacher is quoted as saying "It isn't virile for men to sit with their legs crossed." He goes on to ridicule those that do.
- c. Discussion in Driver's Education Class as to what poor drivers women are.
- d. In First-Aid Class, women can be excused when films of accidents are shown since women "can't take it."
- e. Only men were allowed in some organizations.
- f. Janitor putting up a notice on the school bulletin board: "Boys for Stagehands." (In reality both boys and girls had been stagehands in the past).
- g. Some assemblies were held only for men.

The Committee felt that the above are examples of discriminatory behavior and that the offenders should be required to stop. Some of the girls were concerned as they felt there was no place to go for help as the male administrators in the schools were not responsive to their concerns. The Committee feels that there should be a grievance procedure for the women or men students to use when they feel they are being discriminated against because of their sex and that they should be encouraged to file such grievances. The Committee also feels that there should be at least one female administrator in each Junior and Senior High School.

The last, and most major, task we carried out with students was a questionnaire which we designed for Senior High School students and for which the school assumed responsibility for duplication of the questionnaire, selection of a random sample, administering the questionnaire and collection of the completed questionnaires. It was our understanding that approximately 200 questionnaires would be sent out; however, we received only 141 back. It is our understanding that the questionnaires were sent to the Senior High principals and they were asked to select classes on each grade level and have the teachers have the students complete the questionnaire during classtime. We did not receive a copy of the cover letter if there was one. The questionnaire was similar to the one completed by parents and we sought to find out whether or not students took part in extra-curricular activities; if so, which ones; if not, why not; and, if they felt either sex had an unfair advantage in several areas of school life. There were 141 responses; 88 female and 53 male; 78 from Norrix and 63 from Central. 81% of the respondents take part in some extra-curricular activity. Approximately 11% of the respondents felt their sex kept them from participating in extra-curricular activities. This represented 14.5% of the female respondents and 3.8% of the male respondents. 56% of the respondents felt that "young men or young women students have unfair advantage in (their) school: in the following areas:

	% OF MALES	THOUGHT ONE SEX HAD UNFAIR ADVANTAGE	
		% OF FEMALES	% OF ALL RESPONDENTS
Grades	17%	16%	16%
Activities	15%	31%	25%
Rules	24%	12%	17%
Discipline	30%	24%	26%
Spec Privileges	23%	23%	23%
Other	7%	5%	6%

Again, the question was poorly written so that we don't know who thinks which sex has the unfair advantage in which areas. It did seem very important to note that over half of the students did feel there was sex discrimination in some areas of school life. The Committee feels that further action should be taken to examine the student beliefs about unequal treatment and to then take action so that any inequities are eliminated.

EXTRA-CURRICULAR ACTIVITIES

It seems that there should be some discussion regarding extra-curricular activities in general and this information comes from our discussions with faculty and students and from the student and parent questionnaires. First of all, there seemed to be very strong distinctions made between athletic activities and other extra-curricular activities. It seemed very obvious that athletics received the most attention, prestige and financing caused the greatest concern regarding sex discrimination among the people questioned. Many teachers and students felt that males had a much greater opportunity to participate in athletics and they felt this was unfair. The Committee agreed. Concern was raised regarding the much greater funding for athletics as opposed to funding for other outside activities. The inequity between funds for athletics and extra-curricular activities also appeared in the area of pay for teachers performing extra duties. On the Junior High level, there were no items in the pay scale for extra duty pay in areas other than athletics and cheerleading. At the Senior High level the following pay schedule was used for extra-curricular activities:

	<u>% of BASE PAY</u>
Senior Class Sponsor	3%
Junior Class Sponsor	3%
Sophomore Class Sponsor	2%
Debate and Forensics Coach	9%
Assistant Debate and Forensics	4%
Dramatics	8%

The athletic coaches (male) and associates get from 22% to 9% of their base pay for extra duties and the women coaches get from 7% to 4%. The disparities between athletic and non-athletic extra pay duties and the fact there are 24 extra duty athletic jobs and only six non-athletic extra duties jobs give cause for concern. If we want to encourage teachers to be involved in extra-curricular activities so that more students may take part, there may have to be more extra pay available for more assignments and greater equality between extra pay for athletic and non-athletic duties.

The information from the questionnaires gives us some picture of the amount of involvement in extra-curricular activities and also a picture of what keeps some students from taking part in extra-curricular activities.

Ninety percent of the parents said their children took part in extra-curricular activities and 81% of the students indicated that they took part in extra-curricular activities. However, 46% of the parents and 56% of the students felt they were kept from participating in extra-curricular activities to some degree because of problems with transportation, money, lack of time, job interference, sex, lack of interest in existing activities or lack of skill. Some effort should be made to see that these blocks to fuller participation are eliminated.

The Committee felt some concern because there were a few organizations mentioned where only men or only women were members. This was due in some cases to sex being a criteria for membership and by tradition in other areas. For example, no women are allowed to belong to Varsity Club or the now defunct Fellowship of Christian Athletes. Apparently, no men are members of Future Nurses or

Future Homemakers but this seems to be by tradition rather than by sex being an overt criteria of membership. The Committee feels that no club or extra-curricular activity should exclude members of either sex by membership criteria or by subtle or not so subtle behaviors based on preconceived notions of what is appropriate activity for men or women. Efforts should also be made to insure equal participation in all activities by both males and females and greater effort may have to be made to recruit the under-represented sex group into activities where one sex predominates.

CONCLUSION

The "student oriented" task force accepted as its charge the task of examining those elements in the students' school experience that are non-athletic and non-academic for the presence of sex discrimination. We had no idea how elusive that topic would be. We considered our examination to be of an exploratory nature and have tried to examine a number of facets of school life from a variety of perspectives. We have not examined all facets of school life or any single facet from all perspectives. We feel it will be up to the school system to do this. In our exploration we have tried to determine whether or not there is sex discrimination, not just discrimination against women. We feel we found this to be the case.

We found that sex is used as a differentiating criteria in many situations, and we felt that it is unnecessary and/or harmful in most of these. In many instances we found that, not only sex, but a whole host of traditionally held ideas regarding appropriate behavior and appropriate aspirations are used in evaluating students and in developing opportunities for students. The imposition of the traditional views is harmful and unnecessary when it results in a negative evaluation of and blocked opportunities for some students.

As was mentioned much earlier in the report, the traditional views of what is appropriate for boys and what is appropriate for girls comes from the larger society. The Committee was struck by how accurately and pervasively the schools reflect the traditional societal views and how they reinforce and perpetuate these views. The schools also reflect the societal views re sex discrimination. Some are concerned about it. Some ridicule it. Some are hostile toward it and, most are unaware of it. Because of these later attitudes, there is not widespread concern about the possibility of sex discrimination in the schools and the ramifications of such discrimination.

The Committee felt that they found cause for concerns in terms of sex discrimination in non-athletic and non-academic aspects of school life. We hope that the school system will share this concern and take the steps recommended in our report to further explore or eliminate instances of sex discrimination, be they large or small, by commission or omission.

Finally, we have been struck by many parallels the manifestation of concern re: sex discrimination has had to the manifestation of concern re: racial discrimination. We are aware of the steps the school system made in the past and is making now to eliminate racism in the schools. We feel the same high priority that has been given to the elimination of racism should be given to the elimination of sexism and that the procedures the schools have gone through with staff and students about racism should be gone through with staff and students about sexism. It is only when all levels of staff are made aware of sexism and its manifestations, both subtle and blatant, and its effects on both male and female students that the schools can make the sensitive, comprehensive study of all phases of student life that needs to be done and make the kind of recommendations for change that are necessary so that all students will have equal access and equal treatment in all areas of their school experience.

RECOMMENDATIONS FOR ACTION

I - SCHOOL POLICY

1. The word "sex" should be added to the Administrative Procedures Bulletin No. 57 so that the question reads "is the program to all students regardless of race, creed, or sex?" This should then be a requirement for school endorsement of non-school initiated activities.
2. Board Policy No. 38 should be changed to cover discriminatory behavior based on sex (see page 3 & 4). This will then further provide for redress of grievances based on sex discrimination under Administrative Procedures Bulletin No. 56 (see page 4).

II - DISCIPLINE

1. In the "Standard for Discipline" sex must also be added so all persons involved are responsible to admit and eliminate prejudice based on sex as well as race, creed and social class.
2. When there are two parents in the home either or both parents should be contacted without regard to the seriousness of the problem.
3. An analysis of disciplinary problems and resulting disciplinary action should be carried out by all schools to insure that both boys and girls are equally held accountable for unacceptable behavior and to insure that all disciplinary problems are handled equally and fairly.
- 3a. An analysis should be done at Central to see if males are being discriminated against in the application of suspension procedures. Such an analysis is also suggested for Oakwood, South and Northeastern.
- 3b. The school system should collect and analyze data re: the referral for suspension to see that these referrals are made without consideration of sex and to make sure that male students aren't being unfairly treated in this area of school action and in conflict with stated school policy.

III - GENERAL SCHOOL RECOMMENDATIONS

1. Any separation of toy areas in classrooms should be based on criteria other than traditional female-male activities.
2. Activities lending themselves to joint participation of both sexes should be encouraged for playground use.
3. The schools should carry out an analysis of the physical set-up of classrooms to see whether or not there is equal access to and use of all materials and classroom areas. If this is not the case, immediate steps should be taken to remedy the situations.

IV - STUDENTS

1. There should be a grievance procedure for the women or men students to use when they feel they are being discriminated against because of their sex and that they should be encouraged to file such grievances.
2. Action should be taken to examine students' beliefs about unequal treatment and to then set about to eliminate any inequalities.

V - TEACHERS

1. If there are parent thank-you nights for any activity both parents should be invited and thanked for their extra efforts which allowed their child to participate in the activity.
2. All teachers involved in presenting plays, at whatever level in school or of sophistication, should make sure that no plays of a sexist nature (in terms of content or role distribution) be presented.
3. School personnel involved in producing or helping students to produce school bulletins and other periodicals should make sure that men and women students and faculty are treated equally in the number and content of articles covered in school periodicals.

VI - STAFF

1. The same high priority that has been given to the elimination of racism should be given to the elimination of sexism. The same procedures the school has engaged in with staff and students about sexism. When all levels of staff are aware of sexism and its manifestations and effects on students, a sensitive, comprehensive study of all phases of student life at all grade levels should be made. The recommendations for change resulting from such a study should be implemented so that all students will have equal access to equal treatment in all areas of this school experience, including:
 - a. Efforts should be made to familiarize principals with the problem of sex discrimination, the subtle and not so subtle ways it is manifested and the seriousness of the problem and then they should examine every aspect of student life at school and eliminate those policies and procedures or activities which are sexist in nature.
 - b. Much work should be done to familiarize teachers with the problem of sex discrimination and ways it is manifested and to then engage the teachers in an evaluation of their own discriminatory remarks, rules, etc. and to help them eliminate and change any discriminatory practices they engage in themselves or see others engage in.